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ABSTRACT

Eighteen lesson plans on human relations are presented in this performance- based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; pre-assessment instrument (group question and answer session); and unit outline (table of contents, time required for the unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e.g., transparency masters). Lesson plan topics include employee-employer expectations, work habits, personal appearance, employee attitudes, company policies, job performance, and case studies. The unit also contains a post-assessment (with answer key) related to the enabling objectives and a unit evaluation (student's human relations skills are evaluated by employer on the job). (JH)

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DE 18-I

Human Relations on the Job

curriculum

distributive education

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HUMAN RELATIONS ON THE JOB

Produced by the Instructional Materials Laboratory
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LESSON PLAN FORMAT

Introduction and Objectives	Blue
Unit Outline	White
Pre Assessment	Buff
Pre Assessment Key	Grey
Lesson Plans	Yellow
Information Sheets	Pink
Assignment Sheets	Green
Transparency Masters	White
Key and Answer Sheets	Grey
Teacher Reference Sheets	Blue
Optional Activities and Bibliography	White
Post Assessment	Buff
Post Assessment Key	Grey
Unit Evaluation	Buff

HUMAN RELATIONS ON THE JOB

UNIT INTRODUCTION

Moving into a new work environment is frequently difficult and sometimes traumatic, especially for the young person who has little experience. Habits will need to be changed, a few personality adjustments are often necessary; yet the vast majority of Distributive Education students make the transition successfully.

You will be expected to "get along" with fellow employees, your supervisors and customers on the job. While working you will find that many personality problems will arise and that you will have to adjust your personality to those you are working with. If you can't demonstrate good human relations techniques, your possibilities of remaining or being successful on the job will be very small. Eighty-five percent of those who lose their jobs do so because they can't "get along" with others, not because they lack skills needed on the job. Practicing good human relations techniques will increase your chances for promotions and additional pay. To be successful on-the-job you will need to know exactly what your employer expects of you.

HUMAN RELATIONS ON THE JOB

OBJECTIVES

Terminal Objective:

5.00 The student will be able to demonstrate satisfactory job performance, which includes the ability to interact effectively with fellow workers, customers and supervisors under various conditions in the cooperative training stations, as evaluated by the coordinator and the training supervisor.

Enabling Objectives: After completion of this unit, students should be able to:

5.01 Explain why a person should work.

5.02 Identify what employers expect of employees.

5.03 Identify what employees should expect of employers.

5.04 Defend the statement, "All jobs are important and have worth to individuals."

5.05 Explain why it is important to report to work on time.

5.06 Discuss the importance of regular attendance at work.

5.07 Explain why it is important to call in to one's employer for absenteeism with enough notice to get a needed replacement.

5.08 Explain why it is important to give adequate notice to your employer if you plan to terminate your employment.

5.09 Explain why it is important to represent the business favorably.

5.10 Explain why it is necessary to dress appropriately for work and remain neat and clean in regard to physical appearance.

5.11 Describe how mental and physical health are important to you on the job.

5.12 Explain why businesses establish rules and policies and why all employees should adhere to these guidelines.

5.13 Explain why an employee should keep matters of business in strict confidence.

5.14 Discuss the purpose of a chain of command and the importance of working as a member of the team within this chain.

5.15 Explain why the employee should complete his or her tasks in a willing manner.

5.16 Explain why workers' satisfactory job performance includes not only what they do but also how they influence other people.

HUMAN RELATIONS ON THE JOB

UNIT OUTLINE

I. Time for the unit: Eighteen 55 minute class periods

II. Materials

A. Introduction

B. Objectives

C. Lesson Plan 1

1. Pre-Assessment

2. Transparency Master 1.01: Brainstorm

D. Lesson Plan 2

1. Information Sheet 2.01: Why Do People Work?

2. Transparency Masters

a. 2.01: Economic
b. 2.02: Social
c. 2.03: Psychological

E. Lesson Plan 3

1. Information Sheet 3.01: What Does an Employer Expect From Employees?

F. Lesson Plan 4

1. Information Sheet 4.01: Circle of Success

2. Assignment Sheet 4.01: Characteristics Expected of Employees

G. Lesson Plan 5

1. Information Sheets

a. 5.01: What the Employer Should Expect
b. 5.02: The Employer's Contribution to the Work Relationship

2. Assignment Sheet 5.01: Employee Expectations

H. Lesson Plan 6

1. Information Sheets

a. 6.01: A Sight to Behold
b. 6.02: The Curious Observer

I. Lesson Plan 7

1. Information Sheets

a. 7.01: Report to Work on Time
b. 7.02: In The Nick of Time
c. 7.03: Avoid Being Absent
d. 7.04: The Pains of the Job

J. Lesson Plan 8

1. Information Sheets

a. 8.01: Terminating Employment
b. 8.02: Unwritten Rules Governing Terminating Your Job
c. 8.03: Points to Consider When Resigning
d. 8.04: Left in the Cold

K. Lesson Plan 9

1. Assignment Sheet 9.01: Representing the Business

L. Lesson Plan 10

1. Information Sheet 10.01: What About Your Threads?

2. Assignment Sheet 10.01: Clothes Count!

M. Lesson Plan 11

1. Assignment Sheets

a. 11.01: The Fresh and Natural Look
b. 11.02: Checklist for Good Grooming

N. Lesson Plan 12

1. Information Sheet 12.01: What About Your Health?

2. Assignment Sheet 12.01: Case Problem

O. Lesson Plan 13

1. Assignment Sheets

a. 13.01: Sink or Swim On The Job
b. 13.02: Adhering to Company Policies
c. 13.03: Case Problem

P. Lesson Plan 14

1. Information Sheet 14.01: Organization Charts for Business

2. Assignment Sheet 14.01: Employer Relations: Case Problem

Q. Lesson Plan 15

1. Assignment Sheet 15.01: Unfinished Business

R. Lesson Plan 16

1. Information Sheet 16.01: How to Motivate Others

2. Assignment Sheet 16.01: Human Relations: Case Problem

S. Lesson Plan 17

1. Post-assessment

2. Post-assessment Key

T. Lesson Plan 18

1. Unit Evaluation

HUMAN RELATIONS ON THE JOB

LESSON PLAN #1

Time for lesson: 55 minutes

Activity: Introduce brainstorming technique

Resources:

1. Unit introduction
2. Unit objectives
3. Transparency Master 1.01 - Brainstorm
4. Pre-assessment

Teacher Activities:

1. Lecture from unit introduction.
2. Distribute unit objectives.
3. Discuss pre-assessment.
4. Make assignment.

Student Activities:

1. Participate in pre-assessment.
2. Read unit objectives.

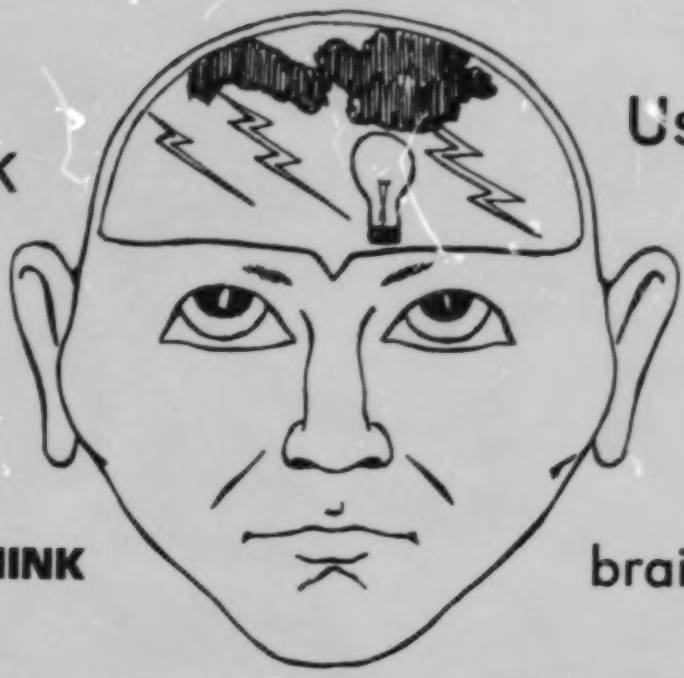
Assignment: None

HUMAN RELATIONS ON THE JOB

PRE-ASSESSMENT

Discussion:

1. Do you know what a human relations problem is?
2. Have you ever been motivated to develop human relations skills?
3. When you have a human relations problem, how do you handle it? Give examples.
4. Do you know what the word "empathy" means?
5. When you have a human relations problem, do you ever use empathy? Give examples.
6. When you have a human relations problem, do you immediately take the defensive to prove your point? What usually happens?
7. Have you ever had human relations problems with co-workers on your job? Give examples.
8. Have you ever had human relations problems with your employer? Give examples.
9. Are any of your human relations problems your fault? Give examples.
10. Why is it in your own self-interest to purposefully develop human relations skills?



CRITICISM IS RULED OUT

ALLOWING YOURSELF TO BE CRITICAL AT THE SAME TIME YOU ARE BEING CREATIVE IS LIKE TRYING TO GET HOT AND COLD WATER FROM ONE FAUCET AT THE SAME TIME. IDEAS AREN'T HOT ENOUGH; CRITICISM ISN'T COLD ENOUGH. RESULTS ARE TEPID. CRITICISM IS RESERVED FOR A LATER "SCREENING" SESSION.

THE WILDER THE IDEAS, THE BETTER

EVEN OFFBEAT, IMPRACTICAL SUGGESTIONS MAY "TRIGGER" IN OTHER PANEL MEMBERS PRACTICAL SUGGESTIONS WHICH MIGHT NOT OTHERWISE OCCUR TO THEM.

QUANTITY IS WANTED

THE GREATER THE NUMBER OF IDEAS,
THE GREATER LIKELINESS OF WINNERS.

COMBINATION AND IMPROVEMENT ARE SOUGHT

IMPROVEMENT BY OTHERS ON AN IDEA GIVES BETTER IDEAS. COMBINING IDEAS LEADS TO MORE AND BETTER IDEAS.

HUMAN RELATIONS ON THE JOB

LESSON PLAN #2

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

5.01 Explain why a person should work.

Resources:

1. Information Sheet 2.01 - Why Do People Work?
2. Transparency Master 2.01 - Economic
3. Transparency Master 2.02 - Social
4. Transparency Master 2.03 - Psychological

Teacher Activities:

1. Divide class into 3 to 6 person groups and direct small group discussion on why people work.
2. List major ideas from discussion on chalk board.
3. Distribute Information Sheet 2.01 - Why Do People Work?
4. Relate Information Sheet to ideas listed on chalk board.
5. Review and lead discussion of Transparency Masters 2.01, 2.02 and 2.03.
6. Make assignment.

Student Activities:

1. Within group, discuss why you feel people want to work. Write down ideas expressed in your group so you can give a brief oral report to the entire class.
2. Read Information Sheet 2.01 - Why Do People Work?
3. View and participate in discussion of Transparency Masters 2.01, 2.02 and 2.03.

Assignment: Interview your and/or any other employer to determine what she or he expects of employees. Be prepared to report your findings the next class period.

Additional Activities and Resources:

1. FS -- "Your Life of Work," Denoyer-Geppert.
2. FS -- "The Meaning of Work," Denoyer-Geppert.
3. Read -- "Succeeding in the World of Work," Kimbrel & Vineyard, McKnight Publishing Co., 2nd Ed. - pp. 6-8.
4. Activity -- Compile a list of your friends', parents' and/or relatives' responses to questions concerning:

   a. Why They Work?
   b. Why Different People Choose Different Occupations?
   c. What Do They Consider the Most Important Reason for Working?

INFORMATION SHEET 2.01

Why Do People Work?

Why do people work? This is a very difficult question to answer. Can you answer it? Many people say this is impossible. We might answer the question by speaking only for ourselves, but do we really know the reasons why people around us work? Let us look at some of the reasons listed below.

1. Monetary Gain -

   It is only natural that we would want money. It is usually foremost. With money, we can buy the material necessities for life. It must be remembered, however, that the amount of money we make is usually dependent upon the kind and amount of service we can offer that employer or benefit that company.

2. Personal Recognition -

   We desire that people enjoy our company, understand us, appreciate us, realize our abilities and make us feel worthwhile. Performing work can be a means of selling yourself and all of your qualities.

3. Work Recognition -

   We like credit. We want and desire it -- inside anyway. The correct kind of credit and recognition can be so strong a motivating factor that it can make us somewhat superhuman in our feelings and actions, thus molding and developing a better human being.

4. Achievement -

   It is surely a natural instinct in people to want to achieve and to accomplish; however, you must have a goal to work for. If you are not aiming for something you surely will wander aimlessly and possibly achieve nothing. Work can be the best and most enjoyable path to follow to attain your goals in life.

5. Feeling Important -

   We want to be part of something. We want to belong. We want to feel that we are important in promoting success in something such as the department or the company we work in.

6. Self-Satisfaction

We work just to make something of ourselves.

Source: "Occupational Essentials," 3rd Ed., David J. Richter, H. C. Johnson, Inc., Rockford, Illinois, 1972, Page 5.

ECONOMIC

SOCIAL

PSYCHOLOGICAL

HUMAN RELATIONS ON THE JOB

LESSON PLAN #3

Time for Lesson: 55 minutes

Objective: After completion of the fourth lesson, students should be able to:

5.02 Identify what employers expect of employees.

Resource: Information Sheet 3.01 - What Does an Employer Expect From Employees?

Teacher Activities:

1. Moderate discussion from previous assignment, record responses on chalk board, and identify.
2. Distribute Information Sheet 3.01 - What Does an Employer Expect from Employees?
3. Conduct discussion to expand and relate experiences to Information Sheet 3.01.

Student Activities:

1. Participate in discussion of findings from previous assignment.
2. Read Information Sheet 3.01.
3. Participate in discussion to expand and relate experiences to Information Sheet 3.01.

Assignment: None

Additional Activities and Resources:

1. J.C. Penney's "Awareness Kit" (games, case problems, filmstrip)
2. Bulletin Board Idea: "If you can't find time to do it right the first time, how can you find time to do it over?"

INFORMATION SHEET 3.01

What Does an Employer Expect From Employees?

Regular Attendance

Jane Smith was friendly to her co-workers and a fairly good worker, but had developed a habit of asking off whenever she had some personal business to take care of. Once she called in to report an absence because she was getting new tires on her car, and another time she requested off on Friday to leave for her class reunion. After a series of this, Jane was fired. She protested because she had called in.

You must report excusable absences such as illness, death in the family, etc., but these are separated from personal business. Call in personally as early as possible to report an absence--don't depend on a friend to do it. Don't risk your job on someone else's mistake.

Be sure to avoid unnecessary absences. Your work is then pushed off on somebody else which upsets the normal flow of business.

Don't go to work if you are truly sick; but don't find an excuse to stay at home with an impending headache. If you don't find rewards in your work, you will tend to find excuses to miss work. A large percentage of absences are caused by a small percentage of workers.

Family and friends that care for and are concerned about you won't expect you to miss work for them.

Loyalty

You should not speak negatively about the firm to other employees or someone outside the business. You should keep your employer's interests in mind, speak well of the company to others, keep minor troubles within the shop, office, or plant, and keep confidential business matters absolutely private. Your employer has probably spent a great deal of money on salespersons and advertising to build up the name of the company. With a few ill-chosen remarks you might destroy hundreds of dollars worth of good public relations. Remember, that money is needed to pay your salary.

Obeying the Rules and Regulations of Your Employer

After a few days of work, Janet's supervisor gave her the task of checking the empty envelopes from four offices to be sure nothing was overlooked and accidently discarded.

Janet found this to be a time-consuming job which she saw as of little importance when compared to her other tasks. She soon began to overlook this until one day her supervisor came to her looking for a check that had been left in an envelope. She had to spend time going through her wastebasket until she found it.

After this incident Janet realized that there is a reason for every rule and regulation that her company has, regardless of whether or not she immediately sees it.

This is not to imply that you should not try to find new and better ways to get things done, but don't try to install your own way of doing things without first getting approval for it.

Use Good Judgment in Handling any Confidential Information Belonging to Your Company

Sally Caruthers is a new counselor at the local school. One of her students told her that her father had run away with their neighbor, and her family was in a turmoil. At lunch she was overheard by another student relating this to a colleague. Her advisee came back into the office, crying and upset that "everyone" knew about her personal problems.

You should never discuss confidential or personal information with anyone except authorized persons.

At work you should play it safe. You should make it a rule not to discuss company business with other people.

At Work You Should Respect Your Superiors

Respect is a complex thing. You owe the respect to your employer to give your undivided attention when he or she is speaking to you. Let your employer know that you have heard and understood him or her. If you are given detailed information, take notes.

As a new employee you should address your supervisors as Mr., Mrs., Miss, etc., unless asked to do otherwise.

At times your employer may say things that irritate you (profanity, etc.). Try not to let your feelings interfere with your work performance or your respect for your supervisors.

Respect and Take Proper Care of Your Employer's Property (Tools, Equipment, Etc.)

Bob worked in an auto body and paint shop. He characteristically was careless in cleaning up his equipment and putting back the tools he used. This was an inconvenience in that many tools he used were either out of order or hard to find.

His foreman talked to him and stressed the importance of proper care of tools now which would save much time later. Bob was lucky his foreman took the time to impress this upon him rather than firing him.

The use and waste of little items mount up, e.g., paper and pencils. A company recently found that they had used $17,000 worth of paper clips.

You owe it to your employer to care for, respect, and wisely use the company's tools, equipment, supplies, etc. The money that these items cost cuts down profit, which makes salaries lower.

Getting Along With Others

A large part of most every job involves getting along with other people. Many employers consider employee relations as well as customer relations a monumental part of an employee's job. Many employers have fired a worker, saying, "Joe is a fine employee, but he doesn't seem to fit in here. He hardly ever speaks or associates with his co-workers."

The opposite is true with Tucker, who thrives on stirring up trouble between two people, then standing back to watch. His employer soon learned that he was the real cause of much trouble between employees. Tucker still doesn't know the reason he lost his job.

Show Initiative on Your Job

After you have learned your job tasks, don't wait to be told; go ahead and do them.

When you think your job is done, you should look to find additional jobs to do. People who do this are much more likely to be successful.

Punctuality

Bev Moore was a very good worker who arrived each day at 9:04 a.m. She was supposed to be there at 9:00 a.m. Her bus arrived at that time, and her supervisor was a little irritated, but said nothing because it was a few minutes and Bev was a very good worker.

Her co-workers soon began to get irritated and stopped associating with her. The dissension in the office was soon traced to Bev's tardiness. She found that she could catch an earlier bus and arrive at 8:45 a.m. After all, she was being paid from 9:00 a.m., and arriving late meant she was not living up to her agreement with her employer.

Proper Personal Appearance

You represent your company, and how you look will determine what people will think about your company.

You are obligated to represent your employer as well as possible.

The Characteristics an Employer Appreciates in Employees

1. One who tries to be efficient and prevent waste
2. One who is cheerful
3. One who is there except in emergencies
4. One who plans in advance
5. One who knows his or her job
6. One who likes his or her job
7. One who strives for a job well done
8. One who works carefully
9. One who keeps fit and healthy
10. One who expects to (and does) do a day's work for a day's pay
11. One who tries to improve the way he or she does the job
12. One who feels working for the company is a privilege
13. One who is a good team member
14. One who is sincere and truthful
15. One who gripes little
16. One who can look at things from my point of view
17. One who can handle personal problems
18. One who is not afraid to ask questions
19. One who is not a clock watcher
20. One who does not let night life affect job performance

HUMAN RELATIONS ON THE JOB

LESSON PLAN #4

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

5.02 Identify what employers expect of employees. (continued)

Resources:

1. Information Sheet 4.01 - The Circle of Success
2. Assignment Sheet 4.01 - Characteristics Expected of Employees

Teacher Activities:

1. Distribute Information Sheet 4.01 - The Circle of Success.
2. Moderate the discussion on Information Sheet 4.01.
3. Instruct the students to provide possible alternatives to their negative responses, to the questions on Information Sheet 4.01.
4. Make assignment, 4.01 - Characteristics Expected of Employees.

Student Activities:

1. Read Information Sheet 4.01 - The Circle of Success.
2. Respond, in writing, to the questions on Information Sheet 4.01.

Assignment: Complete Assignment Sheet 4.01 - Characteristics Expected of Employees

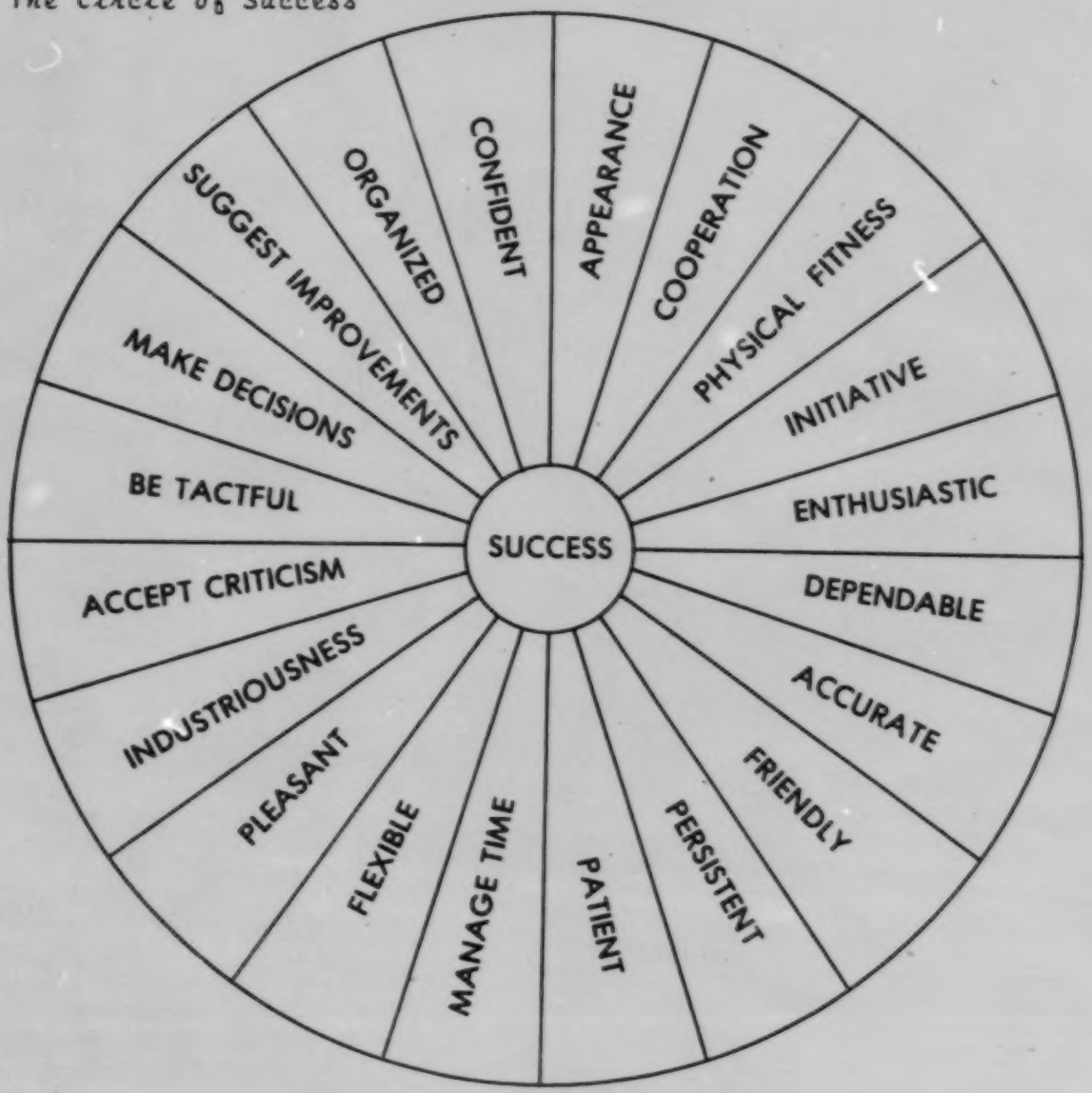
Additional Activities and Resources:

1. Read *Fundamentals of Selling*, Wingate and Nolan, South-Western, 9th ed., pp. 249-251.
2. Read *Psychology and Human Relations in Marketing*, Hiserodt, Gregg, pp. 36-39.
3. Read *Succeeding in the World of Work*, Kimbrell and Vineyard, McKnight Publishing Co., 2nd ed., pp. 52-55.
4. Guest Speaker: Invite a training sponsor to talk to the class on "What Employers Expect of Employees."
5. Guidance Associates (filmstrip and cassette) "Lack of Ambition," "Hazing"
6. Assign reading of Dale Carnegie's *How to Win Friends and Influence People*

HUMAN RELATIONS ON THE JOB

INFORMATION SHEET 4.01

The Circle of Success



Organized -	Can you organize your time and what you have to do so that you can accomplish your job duties? Successful people find time to get done what is required of them plus a little more.
Suggest Improvements -	Are you able to observe people and methods of working and find new and faster ways of getting the job done? If so, do you know the proper way to suggest the improvement?
Make Decisions -	Can you make decisions about what needs to be done and follow through?
Be Tactful -	Can you get along well with other people? When you disagree with someone can you do so in a manner that is not insulting or rude?
Accept Criticism -	Can you accept criticism from your fellow employees and superiors without feeling insulted? Can you learn from criticism and not get angry or pout?
Industriousness -	Can you set a steady work pace for yourself and use your time wisely?
Pleasant -	Are you a cheerful person? Do people enjoy being around you? Are you a good listener? Do you take an interest in other people?
Flexible -	Can you change when business demands it? Are you too structured or can you adapt your schedule or methods to get along better with others?
Manage Time -	Do you budget your time to get the most possible work done in a given period of time? Do you waste time or spend time doing trivial tasks in order to avoid the things that need to be done?
Initiative -	Are you self-motivated? Do you see things that need to be done and go ahead and do them? Or, do you wait for people to tell you what needs to be done next? The choice is yours.
Appearance -	Do you present a neat and clean image to others? Do you take the time to make sure your hair is clean and combed, your nails clean and your clothing clean, pressed and in good repair?

Cooperation -	Can you work well with people of different age levels and backgrounds? Can you accept the ideas and recommendations of others even though you don't always share their viewpoints? Do you believe that everyone has something to say sometime?
Physical Fitness -	Do you believe it is your responsibility to take care of your body? Do you try to watch your diet, get plenty of sleep and some regular exercise? Do you believe that your physical being influences your mental attitude?
Enthusiastic -	Do you do most things because you have to or because you want to? Do you believe that you do not get something out of anything unless you put something into it?
Dependable -	Can people rely on you to do what you say you will do? When people ask you to do something can they trust you to get it done?
Accurate -	Do you set a pace for yourself--slow enough to get the job done right but fast enough to get it done on time? How often do you waste time doing things over that you could have done right the first time?
Friendly -	Does your friendship come from mutual respect? Do you generally like all the people you meet or do you have certain prejudices?
Persistent -	Are you willing to stay with a task until it is completed? Do you take pride in sticking with a project in spite of problems and difficulties until it is finished?
Patient -	Are you able to remain calm when minor irritations bother you or do you tend to get upset easily? Can you be inconvenienced or irritated without complaining or losing your temper?
Confident -	Are you proud of yourself for having accomplished certain goals in your life? Do you believe that you have value as a human being and have the capacity to create something good with your life?

ASSIGNMENT SHEET 4.01

Characteristics Expected of Employees

List twelve (12) characteristics expected of employees by their employers.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

HUMAN RELATIONS ON THE JOB

LESSON PLAN #5

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

5.03 Identify what employees should expect of employers.

Resources:

1. Information Sheet 5.01 - What the Employee Should Expect
2. Information Sheet 5.02 - The Employer's Contributions to the Work Relationship
3. Assignment Sheet 5.01 - Employee Expectations

Teacher Activities:

1. Divide class into groups of 3 to 6 persons to discuss what employees should expect of employers.
2. Moderate discussion of small groups, record responses on chalk board, and identify the predominant responses.
3. Distribute Information Sheet 5.01 - What the Employee Should Expect; and Information Sheet 5.02 - The Employer's Contribution to the Work Relationship.
4. Moderate discussion on why employee expectations are important to the worker.
5. Distribute Assignment Sheet 5.01 - Employee Expectations.

Student Activities:

1. Discuss, in groups of 3 to 6 persons, what employees should expect of employers.
2. Summarize group discussions and report to entire class.
3. Read Information Sheet 5.01 - What the Employee Should Expect and Information Sheet 5.02 - The Employer's Contribution to the Work Relationship. Explain why each of these expectations are important to the worker.
4. Compare, in discussion form, the explanations arrived at within the group discussions.

Assignment: Complete Assignment Sheet 5.01 - Employee Expectations

Additional Activities and Resources:

1. Read - "Human Relations Revised," Ohio D. E. Materials Lab, Ohio State University, p. 17.
2. Read - "Occupational Essentials," Richter, H. C. Johnson Press Inc., 3rd ed., p. 147.
3. Read - "Fundamentals of Selling," Wingate & Nolan, South-Western, 9th ed., pp. 249-251.
4. Read - "Student Manual For Occupational Relations," Minnesota State Department of Education, pp. 48-49.

INFORMATION SHEET 5.01

What the Employee Should Expect

As a worker, you have the right to expect several things from your employer. Most employers will provide these things for their employees:

1. Salary
2. Safe Working Conditions
3. Training
4. Explanation of Company Policies
5. Honesty
6. Introduction to Co-Workers
7. Discipline
8. Evaluation of Work
9. Notification of Changes
10. Legal Responsibilities

Salary

Your employer will pay you for your work. The amount which you will receive will be determined by many factors, such as state and federal minimum wage requirements, the type of work you do, the length of time you have been working, union contracts or your abilities.

Safe Working Conditions

Your place of work should be reasonably safe in accordance to local, state and federal requirements.

Training

You should expect that either your employer or a supervisor be in charge of directing your on-the-job training. This training can take many forms depending on the type of business or even the various types of jobs. You may watch a training film, watch someone else perform your job, or be directly instructed on your duties by a trained employee.

Explanation of Company Policies

When you are hired, your employer should explain all the policies, rules and regulations which apply to the business and to your job. This is done so that you can have a clear understanding of what is expected of you.

Discipline

When you do not live up to the responsibilities, rules and regulations of the job, you should expect to be disciplined. This disciplinary action might take many forms and is usually based on how grave the violation is.

Honesty

Most employers strive to retain an honest relationship with their employees, just as most employees are honest with their employers.

Notification of Changes

It is the responsibility of the employer to inform the employee about any alterations in responsibilities, schedule of work and vacations, salary, and other important changes which may affect him or her.

Introduction to Co-Workers

One courtesy that should be taken care of by your employer is basic introductions to those with whom you will be working. Sometimes the employer leaves this up to a new employee and although it may be awkward, you may have to take the initiative to introduce yourself.

Evaluation of Work

Periodic evaluations by your employer should be expected, but not dreaded. Hopefully, these evaluations will be a fair summation of your strengths and weaknesses on the job.

Legal Responsibilities

The law requires the employer's compliance to several regulations which protect the employee, First, your employer must subscribe to some sort of workmen's compensation in case of job-related illnesses or injuries. Also, your employer must maintain his or her share into your social security account; the employer matches your portion of that account.

Although some of these responsibilities are guaranteed by law, some are not. Sometimes you may become concerned because of feelings of unfair treatment. Don't let these concerns go unresolved or they may become irresolvable. You may want to discuss the problem with your employer. In this type of discussion, make sure to be objective and refrain from totally blaming others for your problems.

INFORMATION SHEET 5.02

The Employer's Contribution to the Work Relationship

In addition to the basic provision of the employer--work and pay--there are three areas in which the employer can make significant contributions to the work relationship. These areas include employee benefits, leadership training and satisfactory work environment.

Employee Benefits

There are three types of employee benefits that every employer is legally obligated to support--social security, unemployment insurance, and workmen's compensation. The most familiar benefit program, social security, originated with the Federal Insurance Contribution Act (FICA) also known as Old Age and Survivors Insurance (OASI). As you may know, both the employee and the employer contribute to social security. Your employer must match the amount deducted from your paychecks and the monies collected are spent to support the retired employee or the spouse and dependents of a deceased employee.

Unemployment insurance involves payment by the state to an employee when he or she is out of work. The law requires that every employer provide a quantity of money which equals a certain percentage of your wages--these funds take care of the cost of unemployment insurance.

Additionally, the law compels every employer to subscribe to some sort of workmen's compensation, either through purchase of insurance from the state or from private insurance agencies. This workmen's compensation is designed to protect the employee from possible monetary loss as a consequence of an accident on the job. Workmen's compensation usually pays medical bills for work-related injuries, and if you become permanently disabled it may pay the price for a retraining program so that you can work once again.

Additional fringe benefits can be offered by employers at their option; some of these benefits are quite common, such as paid vacations and paid sick leave and employee discounts. Sometimes employers take part or full responsibility for providing employees with medical and life insurance.

In some businesses, pension plans are used to benefit the employee in his or her retirement. Such plans usually are based on employee payroll deductions. Equivalent amounts are collected from employee and employer and then the sum total is invested. There even exist some pension plans which use part of the funds from the business's profits; this is known as profit-sharing.

Leadership Training

One of the highest priorities in many companies today is the development of leadership potential in employees. This emphasis makes sense because promoting qualified personnel from within a company provides continuity and can lend strength to the total organization. This system also can have a strong motivational effect on those employees who are willing to work and move up in the organization.

It is estimated that several billion dollars are spent each year on employee training and development programs. Training can usually be found within the business or from sources outside--such as colleges, institutes and technical schools. It is not impossible to find an employer who is willing to pay a portion or the total cost of special training projects for certain employees. The company has a strong desire to have its employees do well and usually it is willing to help them succeed.

Satisfactory Work Environment

One seemingly modern phenomenon in the world of work is the increased concern about a safe and pleasant work environment for employees. Since good working conditions are mutually beneficial to the employer and the employee, much effort is often expended in this area. Many studies have shown that production can increase under favorable working conditions and this is just one of many reasons why employers are constantly improving the work environment.

Job safety is a key to the smooth flow of many companies. There are even separately created organizations which firms hire to advise them on safe procedures and conditions.

Many employers go beyond minimal legal requirements in trying to set up an environment conducive to effective work. Employee lounges or lunchrooms are often included within a company. These facilities allow employees to relax on break and have available to them inexpensive yet nourishing meals.

Very few firms presently exist that do not provide minimal first aid for job injuries or sickness on the job. Some large firms may even employ a company physician or nurse on a full-time basis. Emotionally fit personnel are also important to the company, so it is not uncommon for a firm to provide employee counseling by means of a visiting psychologist or a trained counselor within the firm.

HUMAN RELATIONS ON THE JOB

ASSIGNMENT SHEET 5.01

Employee Expectations

List, in writing, twelve employee expectations of employers.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

LESSON PLAN #6

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

5.04 Defend the statement, "All jobs are important and have worth to individuals."

Resources:

1. Information Sheet 6.01 - A Sight to Behold
2. Information Sheet 6.02 - The Curious Observer

Teacher Activities:

1. Distribute Information Sheets 6.01 - A Sight to Behold and 6.02 - The Curious Observer.

2. Divide the class into groups of 3 to 6 persons.

3. Record group conclusions on chalk board and moderate a discussion on the dignity of work.

4. Lead a discussion on the dignity of work, doing the following:

   A. Have the students indicate jobs they think are unimportant in the business in which they work or are familiar with. Indicate that these jobs have value and importance to the individual and the company or they would not have been created and continued.

   B. Have the students make a diagram of the "Chain of Command" for the business in which they work or are familiar with. Indicate that the persons at the bottom of the organization have as great a responsibility and worth to that business as those at the top of the organization. Indicate also that jobs, no matter at what level in the organization, have value to the individual.

Student Activities:

1. Read Information Sheets 6.01 - A Sight to Behold and 6.02 - The Curious Observer.
2. Within the group, determine what the Information Sheets indicate about work. Report the group conclusions to the entire class.
3. Participate in the activities and the discussion related to the dignity of work.

Assignment: None

Additional Activities and Resources:

1. FS - "The Work Ethic: A Victim of Progress," Current Affairs Films.
2. FS - "The American Work Ethic," Guidance Associates.
3. FS - "Dare to Be Different," Guidance Associates.

INFORMATION SHEET 6.01

A Sight to Behold

I'm sixty-two years old. Although none of my sons chose to stay in farming, I can't remember a day without farming.

To the best of my recollection, farming has been around for centuries. There's something fascinating, totally absorbing, about the land--the richness of the soil sifting through your hands. Then there's the farmhouse; my father's family lived here for more than sixty years. The house was built with strength and love and I like to think that it's still strong and still teeming with love.

Farming's always been my life, and as each day dawns I'm thrilled by the sights I see as I drink my morning coffee on the front porch. Often I drift into daydreams of the past or the present and the greatest thing is that I'm always satisfied with what I envision. Just as the land has mixed with my blood, a part of me--my efforts and devotion--will always remain in the land.

I can't picture a job--or furthermore, a life--where you go home at night and try to forget your day's accomplishments. My work is always with me but it doesn't bother me. I actually thrive on it.

INFORMATION SHEET 6.02

The Curious Observer

A journalist rattled his brain for a human interest story, his assignment for the day. As a child he had always been curious about the inside workings of the local candy factory, so he went there to search out his story. After a few minutes of observation, he clearly distinguished three types of workers: those who dipped chocolates lethargically, those who dipped chocolates tediously, and those who were animated and enthusiastic. He questioned each worker further to confirm his hunches for the story he soon had to write. He casually asked the lifeless worker, "I'm really curious, what are you doing there?" "I'm covering chocolate," said the worker without even lifting her head. "What happens to the chocolate after it's been dipped?" asked the reporter. "I don't know and I don't really care," was the mumbled answer he received.

The second worker, a young man with an expressionless face, responded similarly to the questions of the curious observer, but the third man's response was different.

The third worker responded with dignity. "I'm dipping chocolate and each type of center has to be specially covered so that the eater can readily identify each piece that he eats. It takes a special knack to precisely dip these chocolates; you might say I have a touch of the artist in me." The journalist had found the key to his story.

HUMAN RELATIONS ON THE JOB

LESSON PLAN #7

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

5.05 Explain why it is important to report to work on time.
5.06 Discuss the importance of regular attendance at work.
5.07 Explain why it is important to call in to one's employer for absenteeism with enough notice to get a needed replacement.

Resources:

1. Information Sheet 7.01 - Report for Work on Time
2. Information Sheet 7.02 - In The Nick of Time
3. Information Sheet 7.03 - Avoid Being Absent
4. Information Sheet 7.04 - The Pains of the Job

Teacher Activities:

1. Distribute Information Sheet 7.01 - Report for Work on Time and Information Sheet 7.02 - In The Nick of Time.

2. Lead a discussion emphasizing the pros and cons of reporting to work on time. Summarize student comments to indicate why employers expect you to be at work on time.

3. Distribute Information Sheet 7.03 - Avoid Being Absent.

4. Lead a discussion on the importance of regular attendance and how requests for absences affect chances for job success.

5. Distribute Information Sheet 7.04 - The Pains of the Job.

6. Lead a discussion on the importance of calling one's employer so he or she has enough time to secure a substitute when an absence occurs.

Student Activities:

1. Read Information Sheets 7.01 - Report for Work on Time and 7.02 - In the Nick of Time.
2. Read Information Sheet 7.03 - Avoid Being Absent.
3. Read Information Sheet 7.04 - The Pains of the Job.
4. Participate in a discussion of the Information Sheets.

Assignment: Record actual time from work schedule including breaks, lunch time, etc.

Additional Activities and Resources:

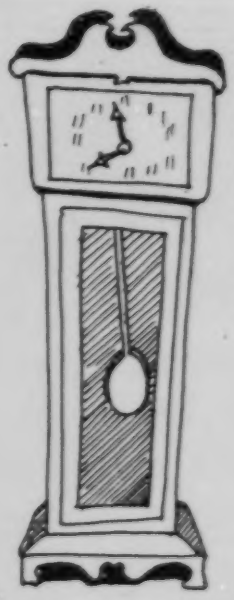
1. FS - "You and Your Supervisor" #6 Job Survival Skills -- Singer Role Playing -- Develop role playing situations for reporting to work on time, regular employment attendance.
2. FS - "Trouble at Work: Absenteeism." Guidance Associates.
3. Human Relations Kit McGraw-Hill

INFORMATION SHEET 7.01

Report to Work on Time

We are all creatures of habit. What we do once we tend to do again unless the results are too unpleasant. The habit of always being late may have begun in our early school days when we found it hard to get up when we were called. This habit can get us into trouble at school and it can go right on getting us into trouble at work. Our business and industrial life is governed by the clock. You are supposed to be at work at a definite time; failure to get to work on time results in confusion, lost time, resentment on the part of those who do come on time, and in addition may lead to a reprimand or even dismissal. Although it may be true that a few minutes out of a day are not too important, we must remember that a principle is involved. Our obligation is to be at work at the time indicated. We agree to the terms of work when we accept the job. Perhaps it will help us to see things more clearly if we try to look at the matter from the point of view of the boss. The employer can't keep track of people if they come in any time they please. It is not fair to others to ignore tardiness. Failure to be on time may hold up the work of fellow workers. In fact, it usually does just that. If you are paying someone to work for you, you would probably want the person to get there right on time. The habit of being late is another one of those things which stands in the way of getting a promotion.

Punctuality is not just arriving on time; it is getting things done on time. It is meeting deadlines and finishing jobs in their allotted length of time. Being late 15 minutes is no more right for you than for all the rest of the employees. If others did the same, it could mean the difference between financial success and failure in a business. Fifteen minutes is 1/4 of an hour, 1/25 of a day and that is 4% of the time. Many businesses actually clear only 4% profit in any day's operation.



Tardiness and absenteeism have resulted in so much lost time and reduced production that mangement has made careful studies of the factors involved. From such studies it has been found that the most important

causes of tardiness are fatigue, transportation difficulties, absence of recreational facilities, and weather conditions. Tardiness is more marked on workdays which follow holidays and on Monday mornings. This last statement shows us that even a very brief interruption in our habits makes it harder for us to get back into the usual pattern. It should be a matter of personal pride to have a reputation for always being on time.

Source: "Orientation to Employment," Instructional Materials Laboratory, University of Missouri-Columbia, Columbia, Missouri. Pages 71-72.

INFORMATION SHEET 7.02

In the Nick of Time

Boy, the toughest part of the day is the time between the alarm going off and when I arrive at work. I am not a morning person.

I am supposed to be at work at 9:00, but sometimes I arrive at 9:02 or even 9:30.

I suppose that is just the way I am, because I'm sometimes late for a date or other things too. Besides, I like my job.

I am a shoe salesperson for a large shoe store in the plaza, and I am quite good at it.

My boss is a very pleasant guy about sixty years old. He is almost like a grandfather.

Well, today I'm really going to be late. It is already 7:40. I jump into my clothes and arrive at the bus stop just in time to watch my bus pull away, but I catch the next bus and arrive at work at 9:45.

It is a very busy Saturday morning when I arrive at the store and everybody is working hard. But thank goodness the boss is still at the bank. I must say, I did get a cool reception from my co-workers, but I didn't even have time for my coffee and roll this morning.

Finally it's noon and time for my lunch break. I arrive back at work fifteen minutes early and go into the lounge to check my mailbox. I find addressed to me a letter from Mr. Richard O'Connor, my boss. It says:

Dear Miss Ladd:

You have been employed at O'Connor's Shoe Store for six months and you are a very good salesperson, but your tendency to be late is a real problem.

Even though you are a good worker, I am going to have to fire you if this continues. There are twenty-six employees here, and you are the only one with a serious tardy record. You do not have special privileges.

When you are late, your work must be taken over by the other employees and this is bad for company morale.

Your ability could justify a raise, but you will have to eliminate your problem. If you can't, I will have to release you.

Yours truly,

Richard O'Connor

Richard O'Connor

Am I embarrassed! Just then Mr. O'Connor walks in and asks, "Did you finish the letter?" I nod my head and he asks if I have any questions. Then he hands me an alarm clock shaped like a shoe.

I tell him that I will do my best, and from now on, I will.

INFORMATION SHEET 7.03

Avoid Being Absent

Surveys disclose that the most frequent causes of absenteeism are illness or death in the family, accidents, business situations affecting a worker's family, and dissatisfaction with the job. Some are legitimate and unavoidable, while others could be controlled. One can usually plan to carry on most personal business affairs after working hours. Too frequent absences will reflect unfavorably on a worker when promotions are being considered. The fact that dissatisfaction with the job leads to absenteeism is worth mentioning. It is just one more piece of evidence that if we do not like our jobs, we will not do them well. Therefore, if such is the case, we should either change our jobs or change our attitudes.

No one should be at work if he or she is really sick. On the other hand, it is pointless to stay home all day just because you feel a little out of sorts in the morning. Surveys show that the largest proportion of absenteeism is caused by a comparatively small proportion of employees and that many of these frequently absent employees do not like their jobs. The majority of workers are seldom late or absent, and then only with good reason. Naturally, such employees are those who are considered reliable and dependable by their employers.

Of course, it is true that calling your employer is one of the most important things you must do when it is necessary for you to be absent from work. Failure to perform this small act of courtesy is inexcusable. If at all possible, call personally as soon as you are sure you cannot go to work. Do not depend on a friend to carry the message for you--your friend's reputation is not at stake.

However, the mere fact that you called your employer does not justify an avoidable absence. Your absence means that your employer must take time to find someone to do your work. It means the work will probably not be done as well. It means that other employees may become perturbed because they have to take time from their jobs to do your work--usually in addition to their own. All of this upsets the normal course of business. If you were not needed you would not have been hired in the first place--so try to be at work!

If you are going to be sick, try not to make it on Fridays or Mondays. Perhaps the point is obvious. Employers look upon such absentee employees as "three-day weekenders." Of course, there will be times when you are indeed sick on a Monday or a Friday; however, repeated absences on these days will look very suspicious in the eyes of your supervisor.

Source: "Orientation to Employment," Instructional Materials Laboratory, University of Missouri-Columbia, Columbia, Missouri. Pages 72-73.

INFORMATION SHEET 7.04

The Pains of the Job

My job on the loading dock is okay, but my boss Big Al really has a temper. Today my only co-worker Dumb Duke is not here.

Today we are getting in our monthly supply of sky hooks. It usually takes three of us all day to unload, mark and stock them.

Big Al and I are working hard trying to get it done, and boy, is Big Al fuming. We are supposed to be off at four but we just finished up a 8:00 p.m.

The next day Big Al is still mad, but Dumb Duke comes in smiling and singing. He wonders why we're in such a rotten mood. Big Al just screams, "Why didn't you call to tell me you weren't going to be here? Where were you?" Duke just says, "I dunno" and "Sick."

LESSON PLAN #8

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

5.08 Explain why it is important to give adequate notice to your employer if you plan to terminate your employment.

Resources:

1. Information Sheet 8.01 - Terminating Employment
2. Information Sheet 8.02 - Unwritten Rules Governing Terminating Your Job
3. Information Sheet 8.03 - Points to Consider When Resigning
4. Information Sheet 8.04 - Left in the Cold

Teacher Activities:

1. Distribute Information Sheet 8.01 - Terminating Employment and Information Sheet 8.02 - Unwritten Rules Governing Terminating Your Job.

2. Lead a discussion on the importance of giving adequate notice to employers before you quit. Describe how terminating one's employment incorrectly can hinder future employment.

3. Distribute Information Sheet 8.03 - Points to Consider When Resigning.

4. Lead discussion on the handout. Students are to determine what to write in a letter of resignation.

5. Distributive Information Sheet 8.04 - Left in the Cold.

6. Lead discussion on the information sheet. Students are to summarize their ideas and answer all questions at the end of this information sheet.

Student Activities:

1. Read Information Sheet 8.01 - Terminating Employment and Information Sheet 8.02 - Unwritten Rules Governing Terminating Your Job.
2. Participate in the discussion of the information sheets.
3. Read Information Sheet 8.03 - Points to Consider When Resigning.
4. Participate in the discussion of the information sheet.
5. Develop a letter of resignation.
6. Read Information Sheet 8.04 - Left in the Cold.
7. Participate in the discussion of the information sheet. Summarize your ideas and answer all the questions at the end of the information sheet.

Assignment: None

Additional Activities and Resources:

1. Invite a training sponsor to indicate why it is important to give adequate notice before quitting the job.
2. Role play situations in which the student <u>does</u> and <u>does not</u> give adequate notice to the employer <u>before</u> quitting <u>the</u> job.
3. Assign each student to write a letter of resignation.

INFORMATION SHEET 8.01

Terminating Employment

If you have no alternative but to leave your place of employment, do it in the proper and courteous way. Never quit without discussing it with your coordinator and giving notice to your employer. Remember that the employer must find a replacement for you. The minimum amount of notice given is generally one pay period and usually means immediate dismissal.

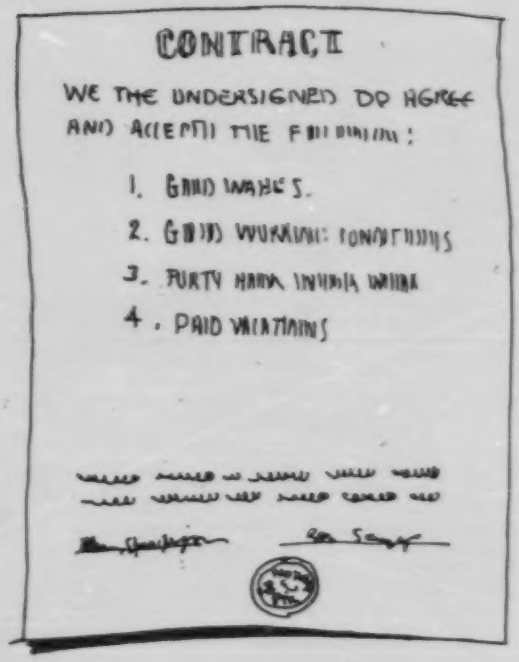
There exists in our present employer-employee relations an "unwritten law" which deals with the termination of employment. This is called "due notice" to employer by employee, and "due notice" to employee by employer. Courtesy requires that this notice of termination be not less than two weeks, and longer if you find out earlier that you are leaving. Most of our employment today is based upon the "unwritten law." This tends to serve the following purposes: 1) it does not bind an employee for a long period of time to a job in which he has no interest or ability; 2) it does not force an employer to continue to pay an employee whose services are detrimental to the business; 3) it allows both employer and employee time to make adjustments before termination without jeopardizing either; 4) it serves as a means of keeping both employer and employee respectful and honest with each other.

If you wish to leave a job because you are unhappy in it, think carefully about your future before you stalk off the job in a huff or in any way leave a bad impression with your employer. The relationship between you and your present employer is an important one in your occupational life. Your employer has a responsibility in this matter too, but if things go wrong, you have more to lose. It is worth your time to try very hard to have a satisfactory relationship with your boss. It should be one of mutual respect, business-like friendliness, and understanding of the responsibilities of both parties.

When an employment is based upon contractual relations, then both employer and employee are bound by the same laws that validate any contract. Should either employer or employee take the liberty of breaking the contract, it makes the guilty party liable to the offended party.

From the employer's standpoint an employee may be discharged from his or her job even though there might exist between the two a legal contract. The following acts are reasons for justifiable discharge on the part of the employer: willful disobedience, disloyalty, incompetency, and non-performance.

It must be understood that every employee is to obey the reasonable demands of his or her employer. However, acts demanded by the employer that are illegal, that are not in the scope of one's employment, or that will endanger one's life, do not make the employee liable to dismissal if he or she refuses to obey. An employee may be rightfully discharged for engaging in any acts that are contrary to and not in the best interests of the employer. Secretly engaging in competition with one's employer, aiding in fraud of the employer and revealing confidential information about the business are all acts for justifiable discharge.



When an individual enters into a contract for labor that requires a reasonable amount of skill, knowledge, and experience, the employer is not required to continue the employment of that individual if he or she cannot perform the required duties and services in what the employer considers a reasonable amount of time. Employees may terminate their contracts at any time the employer wrongfully assaults them. Severe and rude language is not considered as wrongful assault but striking a person is considered as such.

Source: "Orientation to Employment," Instructional Materials Laboratory, University of Missouri-Columbia, Columbia, Missouri. Pages 59-61.

INFORMATION SHEET 8.02

Unwritten Rules Governing Terminating Your Job

Ted Combs is a high school student employed part-time in auto parts counter sales. He liked his job and was getting to be a valuable employee. One day his boss, Lew, was having a particularly bad day and snapped at Ted, saying that he was just a kid. Ted's feelings were hurt and he soon grew to dislike his boss and his job.

Two weeks before school was out, Ted called to quit and he told off Lew.

Ted then found it very difficult to obtain another job. It seemed as if everyone had heard about how he quit his job.

Ted did learn a good lesson from this. You must remember that your boss is human too and his or her work (often extra hours) helps increase the profits and provides a job for you.

The Termination Notice

There are many good reasons for quitting a job. Starting a better job, leaving for college, and moving are all good reasons, but you should still give notice which is equal to one pay period, or more customarily, two weeks.

Also, if you are to be laid off (not fired) your boss should give you notice equal to one pay period, or you are entitled to severance pay equal to one pay period.

If you are laid off or fired, you may be eligible for unemployment compensation. Students working part-time usually don't qualify because their yearly earnings do not meet the minimum requirement.

INFORMATION SHEET 8.03

Points to Consider When Resigning

Reasons for resigning from a job

1. To begin a better job
2. Dissatisfaction with your present job

Advantages in giving proper notice

1. Employer's respect
2. Self-respect

Letter of resignation (not always necessary)

1. State the exact date that you are leaving
2. Tell why you are leaving

    a. Positive reasons (use these)

        1) To seek more opportunity for advancement
        2) To seek more pay
        3) You want more pleasant working conditions
        4) You want more security
        5) You have decided to go into another field

    b. Other reasons (don't use)

        1) You think your boss is dumb
        2) Your boss's husband or wife has fallen in love with you
        3) You think this business is lousy

3. Tell what you have gained working here

    a. Experience
    b. Knowledge

4. State your appreciation for the employer's hiring you
5. Details about the letter of resignation

    a. Typewritten
    b. In an envelope with your boss's name on it
    c. Deliver the letter in person and remain while he or she reads it

INFORMATION SHEET 8.04

Left in the Cold

"Where's Joe?" says the boss. "He's been out all week. Is he sick or something?"

Nobody answers.

"Joe is going to get fired," says Pete.

"Joe knows what he's doing. He quit last week," says Bob.

"That's dumb. He will really get a bad record doing that," puzzles Pete.

"Whose side are you on, man? What's bugging you?" shouts Bob.

"Calm down, man. I'm not on anybody's side. I'm just saying that it's stupid to get a bad record like that," responds Pete.

After work Pete and Bob are riding home together.

Bob states, "Joe has a better job lined up at Smith Brothers Co."

"OK, but he still should have told the boss he quit. The way it is now, you and I are doing all his work too, until a new man can be found to replace him."

The next day at work a new man was working in Joe's spot. The boss introduced him and later said that he had received a call from Smith Brothers, asking for a recommendation for Joe and he had told them the truth, that "Joe was a good worker, but had not been to work in a week, therefore was not very dependable."

You may have guessed that Joe didn't get that better paying job. In fact, he ended up taking a job which paid less.

Answer these:

1. What is a reference?
2. What should you say when you give a notice?
3. Do you think the boss was wrong? Why?

HUMAN RELATIONS ON THE JOB

LESSON PLAN #9

Time for Lesson: 55 minutes

Objectives: After completion of lesson #11, students should be able to:

5.09 Explain why it is important to represent the business favorably.
5.10 Explain why it is necessary to dress appropriately for work and remain neat and clean in regard to physical appearance.

Resources:

1. Assignment Sheet 9.01 - Representing the Business
2. Assignment Sheet 9.01 Key

Teacher Activities:

1. List on the chalk board the following items that need to be correctly (favorably) represented about the business in which the student works. They are: store policies, products sold, fellow employee/supervisors, image of the business, and your job responsibilities.

2. Lead discussion on why it is important to interpret the above facts favorably and communicate them honestly to others.

3. Lead a brainstorming session on what is meant by appropriate dress. List student responses on the chalk board.

4. Instruct the students to list eight jobs and describe appropriate dress. Also explain why it would be appropriate.

5. Allow 10 minutes at end of class to complete Assignment Sheet 9.01 - Representing the Business.

6. Collect Assignment Sheet 9.01 at the end of the hour.

Student Activities:

1. Participate in the discussion on representing the business favorably.
2. Participate in brainstorming session on what is meant by appropriate dress. Also explain why it would be appropriate.
3. Complete Assignment Sheet 9.01 - Representing the Business.

Assignment: Complete Assignment Sheet 9.01 - Representing the Business.

Additional Activities and Resources:

1. Competency - #287, #289 and #263; IDECC, Inc., Ohio State University
2. "Be Attitudes" Film, Match Carlocke/Lanydon Inc., 4122 Main Street, Dallas, Texas 75226 (Filmstrip and Record)

HUMAN RELATIONS ON THE JOB

ASSIGNMENT SHEET 9.01

Representing the Business

DIRECTIONS: Answer the following essay question, based upon the class discussion today.

Some areas in business are often misrepresented. List three of these major areas and explain why it is important to represent each favorably.

HUMAN RELATIONS ON THE JOB

ASSIGNMENT SHEET 9.01 KEY

The student's listing must include three of the following areas of misrepresentation:

1. Store policies
2. Products sold
3. Fellow employee/supervisor
4. Image of the business
5. Personal job responsibilities

Did the student, in his or her explanation, indicate why it is important to represent each area favorably with regard to the class discussion?

YES NO

COMMENTS:

HUMAN RELATIONS ON THE JOB

LESSON PLAN #10

Time for Lesson: 55 minutes

Objective: After completion of lesson #11, students should be able to:

5.10 Explain why it is necessary to dress appropriately for work and remain neat and clean in regard to physical appearance. (continued from lesson #9.)

Resources:

1. Information Sheet 10.01 - What About Your Threads?
2. Assignment Sheet 10.01 - Clothes Count!

Teacher Activities:

1. Distribute Information Sheet 10.01 - What About Your Threads?
2. Point out key points in the reading.
3. Supervise study.
4. Answer questions of students.
5. Moderate the discussion of the information sheet.

Student Activities:

1. Read Information Sheet 10.01 - What About Your Threads?
2. Answer, in writing, the questions and case problems at the end of the reading.
3. Participate in a discussion of Information Sheet 10.01.

Assignment: Assignment Sheet 10.01 - Clothes Count! (in class)

Additional Activities and Resources:

1. Guest Speaker - Boutique Sales men's/women's clothing.
2. Read - "Retail Selling," Bodles Corey, 1st Ed. Greg, pp. 72-84.
3. Read - "Salesmanship Fundamentals," Ernest & Ashmun, 4th Ed. Gregg, pp. 84-88.

INFORMATION SHEET 10.01

What About Your Threads?

Your clothes say a lot about you. Look around the room to see how many people are wearing jeans. Now ask yourself if people are influenced by what their friends wear, or by what is the current fad.

But what about your work clothes? Should you try to be impressive by showing your stylishness or try to seem older by being very conservative? Before you start to work, you should visit the place to see how the people already working there dress. Remember that your boss is part of the older generation and is likely not to be impressed by "far out" fashions.

If you make a mistake, make sure it is that you dressed a little too conservatively. Don't be labeled an "outsider" because your clothes were too flashy.

You must also remember that clothes are very expensive, therefore you need to make wise decisions when buying your work wardrobe.

Items for consideration when you buy clothes:

I. Design factors

A. Proportion--The relative size of clothing items (sleeves, etc.), e.g., if you are very large, you shouldn't wear small collars.

B. Balance--Making the articles of clothing fit together.

C. Center of interest--For business attire, you should have only one primary center of interest.

D. Harmony--Any outfit that is pleasing has harmony. (Not "busy" or monotonous).

E. Color--Consider your coloring, age, figure, personality, etc., when choosing a color.

F. Shape--You must coordinate the shape of the outfit with your figure.

G. Texture--Choose texture according to where you are going to wear the clothes. In most businesses denim and sailcloth are not appropriate.

II. Proper fit in women's clothing

A. The shoulder seam should not extend over the arm.

B. Back darts should stop short of the hips' fullest part.

C. Bustline darts should be aligned with the crown of the bustline.

D. The garment should fit smoothly all over.

E. Sleeves should hang straight.

F. Garments with fitted waists should strike the person just at her natural waist.

G. Side seams should hang straight.

H. Collars and necklines should lie smoothly.

I. The armhole should not fall more than one inch below the armpit, in sleeveless garments.

J. Skirts should not fit too tightly over the hips.

III. Proper fit in men's clothing (suits)

A. Armholes should be comfortably full.

B. Shoulder line should be straight from the collar line to the tip of the shoulder.

C. Trouser legs should break slightly over the instep and be straight in the back.

D. The collar should hug the neck closely.

E. There should be freedom of movement over the shoulder.

F. Sleeves should allow at least half an inch of cuff to show.

G. Lapels should lie flat.

H. The coat should cover the seat of the pants.

IV. Fitting body styles

A. Solid colors and vertical lines make you seem taller.

B. Single breasted outfits make you seem thinner.

C. Large lapels make you seem thinner.

D. Cuffless pants make the legs look longer.

E. Contrasting colors, rough heavy fabrics make you seem heavier and shorter.

F. Simple designs are good for short, stout figures.

G. Dull, flat fabrics are also good for short, stout figures.

H. Grayed colors are good for short, stout figures.

I. Bold prints are good for tall, thin people, as are wide belts.

J. Tall, heavy people usually wear large accessories.

HUMAN RELATIONS ON THE JOB

ASSIGNMENT SHEET #10.01

Clothes Count!

The class will be divided into 3-4 groups to write skits to be presented in class. They will present a work situation in which a person's apparel becomes evident either positively or negatively.

HUMAN RELATIONS ON THE JOB

LESSON PLAN #11

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

5.10 Explain why it is necessary to dress appropriately for work and remain neat and clean in regard to physical appearance. (continued from lesson #10)

Resources:

1. Assignment Sheet 11.01 - The Fresh and Natural Look
2. Assignment Sheet 11.02 - Checklist for Good Grooming

Teacher Activities:

1. Distribute Assignment Sheet 11.01 - The Fresh and Natural Look.
2. Point out key points in the reading.
3. Supervise study.
4. Answer questions of students.
5. Moderate the discussion of the Assignment Sheet.
6. Distribute Assignment Sheet 11.02 - Checklist for Good Grooming.

Student Activities:

1. Read Assignment Sheet 11.01 - The Fresh and Natural Look.
2. Answer the questions in writing.
3. Participate in discussion on Assignment Sheet 11.01 - The Fresh and Natural Look.
4. Complete Assignment Sheet 11.02 - Checklist for Good Grooming.
5. Participate in discussion of Assignment Sheet 11.02.

Assignment: None

Additional Activities and Resources:

1. Field Interview - Training sponsors on appropriate grooming.
2. Guest Speaker - Beauty College and/or Hair Stylist.
3. Competency #263, IDECC, Inc., Ohio State University.
4. "Human Relations Kit" Exercise #4, McGraw-Hill.

ASSIGNMENT SHEET 11.01

The Fresh and Natural Look

A clean, fresh, natural appearance is a must for everyone in today's business world. How each employee looks is part of the company's image to the customer who walks through the door. The employer who does not demand a neat appearance from employees is saying that he or she doesn't care what the customer thinks about the business. Likewise, employees who don't take care with their appearance say the same thing to others. When individuals become a part of the modern work force, they must cast aside some of their personal mode of dress and adhere to company policy in this area.

Health and Cleanliness

More than just a neat appearance, your physical health and a clean body are also very important. Body odor is a very offensive problem for an individual to have. Very few people will tell you if you have a body odor problem, so it is important for each person to take special care to avoid this at all times. Bathing or showering daily and using a deodorant and/or antiperspirant are usually all an individual needs to keep from having a problem. But should you have a persistent body odor problem, consult your doctor for help in treating it.

Another factor helpful in preventing body odor is keeping your clothing clean and fresh. Always launder shirts and blouses after wearing and send woolens to the cleaners frequently.

Clean hair is also a must for good grooming. Shampoo frequently--some individuals shampoo daily, others weekly. If dandruff is a problem, use a medicated shampoo or rinse to control the problem.

You should keep your hands clean at all times. Well-manicured nails and clean hands are a definite plus in a neat, healthy appearance. For girls, wear clear nail polish or colored for a nice look. If you wear colored polish, keep an extra bottle at work for touch-ups when needed.

Healthy Skin

A healthy complexion is one of the most important factors in looking clean, healthy and natural. Washing your face at least twice daily, eating lots of fresh fruits and vegetables and getting plenty of fresh air and exercise are all important in keeping a nice complexion. Also get plenty of sleep and avoid fats and too many rich foods to help your skin. If you follow these guidelines and still have trouble with skin blemishes, consult a dermatologist for treatment.

Makeup

Businesswomen should aim for a fresh, natural look in makeup. This does not mean that you do not wear makeup; it simply means that people should notice how nice *you* look, not your makeup. Where should you look to find the right makeup for your skin type and coloring? Fashion magazines are one good source. And most cosmetic counters have professionals on hand who can match the right makeup to your cosmetic needs. There are even cosmetics on the market today to help hide scars and birthmarks and ones to help put back badly needed moisture to dry skin. What is fashionable in makeup changes frequently just like in clothing. But what you must decide is what looks best on you. Remember, people should notice you, not your makeup.

GROOMING GUIDE FOR YOUNG MEN IN BUSINESS

Each day make sure that:

your body is clean and free from odor.
your teeth are brushed and breath is fresh.
your face is clean and shaven.
your beard or moustache is trimmed.
your hands are clean and nails are manicured.
your underwear is clean and fresh.
your clothing is clean and pressed and color-coordinated.
your clothing is proper for your job.
your hair is clean and combed.
your shoes are polished and not in need of repair.

GROOMING GUIDE FOR YOUNG WOMEN IN BUSINESS

Each day make sure that:

your body is clean and free from odor.
your teeth are brushed and breath is fresh.
your makeup is fresh and natural (never apply makeup in public).
your hands are clean and nails are manicured.
your hair is clean and combed.
your clothing is cleaned, pressed and fits the occasion.
your shoes are polished and not in need of repair.
your underwear and hosiery are clean.
your legs and underarms are free from hair.

Be Neat

The secret to making a good impression on the job is not just in having a nice appearance. How neat you keep your surroundings or your desk is also a part of the impression people have about you. Make it a part of your daily routine to clean up your work area. Toss out unnecessary papers and put your desk or work table in order.

QUESTIONS FOR DISCUSSION

1. How do you think a person's weight affects his or her appearance?

2. Suppose you are a young man or young woman just hired as a part-time salesperson in a clothing store. Appearance is important and you must look nice and fresh each day. Right now your take-home pay is rather small. How do you budget a portion of your paycheck on clothes? What would you buy first?

3. Who would you ask to know if you had bad breath or an offensive body odor?

4. What do you do daily to maintain a clean, healthy appearance? Weekly?

5. List the kinds and frequency of exercise you normally get to stay healthy.

ASSIGNMENT SHEET 11.02

Checklist for Good Grooming

DIRECTIONS: Place a check (✓) in the proper space for each item below.

GIRLS	YES	NO
1. Hair		
Neatly combed?	___	___
Split ends?	___	___
Washed 3 times a week?	___	___
Brushed daily?	___	___
2. Face		
Clean?	___	___
Makeup fresh?	___	___
Facial weekly?	___	___
Makeup natural to fit occasion?	___	___
3. Personal Hygiene		
Bathe daily?	___	___
Use mouthwash daily?	___	___
Use deodorant daily?	___	___
Brush teeth twice daily?	___	___
Hands and nails clean?	___	___
Nails manicured?	___	___
Watch your diet?	___	___
Proper weight for your height?	___	___

BOYS	YES	NO
1. Hair		
Well trimmed?	___	___
Washed 3 times a week?	___	___
Neatly combed?	___	___
Neatly styled?	___	___
2. Face		
Clean?	___	___
Freshly shaven?	___	___
Moustache or beard trimmed?	___	___
3. Personal Hygiene		
Bathe daily?	___	___
Use mouthwash daily?	___	___
Use deodorant daily?	___	___
Brush teeth twice daily?	___	___
Hands and nails clean?	___	___
Nails trimmed?	___	___
Watch your diet?	___	___
Proper weight for your height?	___	___

GIRLS	YES	NO
4. Posture		
Stand tall and erect?	___	___
Hold in stomach?	___	___
Think good posture is important?	___	___
5. Clothing		
Fresh hosiery and underwear daily?	___	___
Outer clothing clean and pressed?	___	___
Clothing fits well?	___	___
Style and color suitable for your build?	___	___
Shoes polished?	___	___
Shoes need repair?	___	___
6. Accessories		
Scarves complement clothing?	___	___
Hats and gloves complement clothing?	___	___
Hats, gloves and scarves clean?	___	___
Jewelry suitable for outfit and occasion?	___	___

BOYS	YES	NO
4. Posture		
Stand tall and erect?	___	___
Hold in stomach?	___	___
Think good posture is important?	___	___
5. Clothing		
Fresh socks and underwear daily?	___	___
Outer clothing clean and pressed?	___	___
Clothing fits well?	___	___
Style and color suitable for your build?	___	___
Shoes polished?	___	___
Shoes need repair?	___	___
6. Accessories		
Wear belt when shirt is tucked in?	___	___
Jewelry suitable for occasion?	___	___
Wear a tie when occasion demands?	___	___
Tie clean and pressed?	___	___

HUMAN RELATIONS ON THE JOB

LESSON PLAN #12

Time for Lesson: 55 minutes

Objective: After the completion of this lesson, students should be able to:

5.11 Describe how mental and physical health are important to you on the job.

Resources:

1. Information Sheet 12.01 - What About Your Health?
2. Assignment Sheet 12.01 - Case Problem

Teacher Activities:

1. Distribute Information Sheet 12.01 - What About Your Health?
2. Point out key points in the information sheet.
3. Supervise study.
4. Lead a discussion over the questions at the end of the reading.
5. List these health categories on the chalk board: Physical, Mental, Emotional.
6. Divide the class into groups of 3 to 6 persons.
7. Direct the students to determine at least five ways to maintain good health in each category.
8. List the student responses on the chalk board.
9. Moderate a discussion of the recorded responses.
10. Distribute Assignment Sheet 12.01 - Case Problem.
11. Break class into groups and assign time to have skits ready.

Student Activities:

1. Read Information Sheet 12.01 - What About Your Health?
2. Answer all the questions at the end of the reading.
3. Participate in the discussion over questions and case problems.
4. In small groups, determine at least five ways to maintain good health in each category listed on the chalk board.
5. Summarize the group discussion and report to the entire class.
6. Participate in the discussion over the group summaries.

Assignment: Assignment Sheet 12.01 - Case Problem

Additional Activities and Resources:

1. Read - "Personal Psychology for Life and Work," McGraw-Hill, pp. 86-92.
2. Read - "Preparation of Distributive Occupations, IML., University of Missouri-Columbia, pp. 191-194.
3. Field Interview - Interview your training sponsor on how mental and physical health are important to the job.
4. Competency - #285, IDECC, Ohio State University.
5. FS - Be Attitudes
6. Values for D.E. Ohio University Workbook ($4.00) 120 pages (page 72)

INFORMATION SHEET 12.01

What About Your Health?

How are you feeling today? Not too well? If you are not feeling very well, whose fault is it? Maybe your own? If you don't take care of yourself, who will? Too many people take their good health for granted. When we get sick we take all kinds of "potions" to help get us on our feet again. But when we are feeling well what steps do we take to insure we will stay that way?

Rules for Staying Healthy

1. Lose a Few!

   Staying in good health means forming good health habits and sticking with them. If your health is not what it should be you will have to work gradually at building good health habits. It is a lot easier to stay healthy and keep your weight at a good level than it is to lose weight and alter your unhealthy habits into healthy ones. If you are extremely out of shape and overweight you should consult your doctor before beginning a reducing program. But if you only need to lose a few pounds you can do that by cutting out between-meal snacks, drinking lots of fluids, eating foods high in protein and increasing your amount of daily exercise.

2. Reach for the Stars!

   One good habit you should concentrate on is good posture. This is something you can practice wherever you are and it doesn't cost anything. Good posture is more than just holding your shoulders back. It is standing tall--try to "reach for the stars" with the top of your head. If you hold your head up straight and tall, your body will be in a position of good posture.

   Next, practice holding your stomach in. You can do this standing, walking or sitting. This is something you will have to make a conscious effort to do because many of us are guilty of not doing this.

   When you practice holding your stomach in and standing up straight you will feel much better and probably a little taller. Now that you are standing in a position of good posture, practice walking that way.

3. Make Whoopee!

Having fun is part of staying healthy. Everyone, young and old, should have a little fun once in a while. Do you have a favorite sport? How about football, baseball, tennis or jogging? Don't just stand on the sidelines or sit in the bleachers--get involved. Have some fun and get some exercise at the same time.

Healthy people don't observe life, they take part in it. If you are not the athletic type, then join another type of group activity like the drama or pep club, get on the journalism staff or join DECA. Get involved now. Don't look back on this period of your life in a few years and wish you had done more. Remember--you only go around once!

4. Are You a Snack Grabber?

Most of us are guilty of this from time to time--but overdoing it can lead to poor health. To have a healthy look and clear complexion, we must pay attention to what we eat or don't eat. There is an old saying that goes something like this: If you look good you feel good and if you feel good you do good. If you want to do any of these you have to eat the right kinds of food and eat at regular hours. Eggs, milk, meat, fish, poultry, fruits and vegetables are all essentials for a good diet. There is a big difference between a person who eats a well-balanced diet and a "meat and potatoes" person--like about thirty pounds. And the individual who eats right is more apt to have a clear complexion, a healthy look and lots of energy.

5. How Much Shut-eye Do You Get?

Like most people, you probably don't get enough sleep. Allowing enough time to get the rest you need is just as important as getting regular exercise. Most adults require from six to eight hours a night to feel good all day long. When you don't get your required sleep, try to get a few minutes during the day to rest or at least relax.

6. The Mind and the Body

Most of this discussion has centered around keeping our bodies healthy. But what about our minds? Many people believe that there is a strong correlation between a healthy mind and a healthy body. Sometimes when we are under a mental strain because of inner conflict or conflict with another person, we really don't feel very well. When this happens we are often cross and irritable, our appetite sharply increases or decreases or we don't sleep very well.

7. How Emotions Influence Our Mental Health

When we are influenced by negative emotions such as fear, anger, jealousy or worry, we are unable to enjoy peace of mind. So what do you do about it? You have several choices. First you must pinpoint the cause of trouble, then you can deal with it specifically. Make yourself aware of the consequences involved if you don't take steps to get rid of your problem. For example, your health will suffer if you go long periods without sleeping or eating. And finally, write down the possible solutions to your problem. If you are jealous of a friend because of his or her popularity with the opposite sex, you could continue being jealous of that person and maybe even develop a strong dislike for him or her. Or you can find out why other people really like that person so much and try to develop some of those same characteristics in yourself. In other words, take definite steps to handle your problem. Don't let your problem handle you!

8. Get By With a Little Help From a Friend

Sometimes you can't solve a problem all by yourself. Things may get too heavy to carry alone. Everyone needs at least one person whom he or she can trust and who will keep whatever you tell confidential. That person may be the same sex or the opposite, and they may be younger or older than you. But find someone on whom you can depend when the going gets rough. When you find your "friend" treat him or her as you would anything valuable. Don't abuse or misuse your friend, because he or she is unique and worthy of your care and respect. A friend is someone worth looking for, and once found, worth taking care of.

HUMAN RELATIONS ON THE JOB

ASSIGNMENT SHEET 12.01

Case Problem

After the class has divided into groups of three or four, have each group write a short (five minute) skit on a human relations problem that one of them has had at work, or make one up. But do not solve the problem in the skit. Each group will present the skit to the class. After each skit the class should discuss possible solutions to the problem and pick the best solution.

HUMAN RELATIONS ON THE JOB

LESSON PLAN #13

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

5.12 Explain why businesses establish rules and policies and why all employees should adhere to these guidelines.

Resources:

1. Assignment Sheet 13.01 - Sink or Swim on the Job
2. Assignment Sheet 13.02 - Adhering to Company Policies
3. Assignment Sheet 13.03 - Case Problem

Teacher Activities:

1. Conduct a brainstorming session to identify store rules and policies.
2. List all the student ideas on store rules and policies on the chalk board.
3. Moderate a discussion on rules and policies, emphasizing why businesses establish these rules.
4. Distribute Assignment Sheet 13.01 - Sink or Swim on the Job; Assignment Sheet 13.02 - Adhering to Company Policies.
5. Moderate a discussion on these, emphasizing why businesses establish rules and why employees should adhere to them.
6. Distribute Assignment Sheet 13.03 - Case Problem.

Student Activities:

1. Participate in the brainstorming session by identifying store rules and policies.
2. Participate in the discussion on rules and policies.
3. Read Assignment Sheet 13.01 - Sink or Swim on the Job; Assignment Sheet 13.02 - Adhering to Company Policies.
4. Answer all questions at the end of each of the above.
5. Summarize the Assignment Sheets 13.01 and 13.02 in preparation for a discussion.
6. Participate in the discussion on Assignment Sheets 13.01 and 13.02.

Assignment: Complete Assignment Sheet 13.03 before the next class period.

Additional Activities and Resources: In small groups of 3 to 6 persons have students write store policies and rulees for an imaginary business.

ASSIGNMENT SHEET 13.01

Sink or Swim on the Job

Getting Along With People

Brenda is a co-op student at Warrensburg Vo-Tech School. She works at Becky's Ladies Wear as a salesperson.

Thursday night Brenda sold a $62.00 coat to Mrs. Evans who wished to pay for the merchandise with a check. Brenda was alone in the store and was not authorized to approve checks. She asked the customer to wait a minute and tried to find the manager or head saleswoman to okay the check. She searched the store but could not find anyone. Apparently the other ladies were all on their dinner break. Brenda asked Mrs. Evans if she would like to charge the coat--trying to avoid losing the sale. But Mrs. Evans got angry and left the store. On her way out she told Brenda that she was going to complain to the manager about such poor sales help.

Saturday morning Mrs. Kavenaugh, Brenda's superior, really fussed at Brenda for losing such a good sale by refusing to accept the check. Mr. Jones, the store manager, had received Mrs. Evans' complaint and passed the information on to Mrs. Kavenaugh.

QUESTIONS:

1. How else could Brenda have handled the situation?
2. Should Brenda just apologize to Mrs. Kavenaugh and admit she was wrong?
3. What would you do?

Company Regulations

Linda just got a job at the new TG & Y store where it is considered company policy to make two carbon copies in addition to the original for every charge sale. The other saleswomen have complained in front of Linda that they think it is a waste of time to have to make so many carbons. So Linda decided that the second carbon was unnecessary and only added to the overabundance of paper work. Linda chose to omit the second carbon on the sales slips since she thought it would be more efficient.

QUESTIONS:

1. Do you think Linda was right? Explain.
2. Would this have any effect on the bookkeeping procedures at the store?
3. What do you think Linda's supervisor will say and do when he or she finds out?
4. What procedures should have been followed when the sales slip method was first explained to Linda?

ASSIGNMENT SHEET 13.02

Adhering to Company Policies

DIRECTIONS: Place a (+) beside each of the statements below which you think are true.

As an employee:

____ 1. You should agree with all rules and regulations of the company and really try to adhere to them.

____ 2. Obviously some rules are out of date. If you see other employees ignoring them you should too.

____ 3. A few rules are unfair to you, an employee. If you can get away with not following these rules, you have that right.

____ 4. You should obey all rules and regulations and not listen to the other employees.

____ 5. Adhering to rules and regulations is mandatory. Company management expects you to comply with the rules.

____ 6. You are expected to complain to the other employees concerning the rules you disagree with.

____ 7. You should make believe that you are not aware of the company's rules and regulations.

____ 8. You should try to understand the justification behind the rules.

____ 9. You should never adhere to every one of the rules because you will get the reputation of being a "yes" person.

____10. If you show that you are willing to follow all of the rules your chances of being promoted will increase.

____11. Rules and regulations put out by the company are purely intended to serve as guidelines for your behavior. You are still free to choose what is most comfortable for you.

____12. If other employees think you are a "goody-goody" you may have to back away from some of the rules in order to gain their friendship.

HUMAN RELATIONS ON THE JOB

ASSIGNMENT SHEET 13.03

Case Problem

DIRECTIONS: Read the case problem below concerning company rules and regulations and answer the questions.

Connie Marr is a D. E. student at McCommon's Corner, a dress shop. It is a store policy that two I. D.'s be recorded on checks presented for payment of merchandise. Connie thinks the rule is insulting to the customers, especially when she knows the person, so she never asks for the I. D.'s. Mrs. Carleton, her supervisor, has just warned her for the second time and implied that her job could be in jeopardy because of her behavior.

QUESTIONS:

1. Do you think Connie fully understands the reason behind this rule?
2. What is the reason for the rule?
3. If Connie understood the reasoning behind the rule do you think she would be more willing to comply with it? Why?

HUMAN RELATIONS ON THE JOB

LESSON PLAN #14

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

5.13 Explain why an employee should keep matters of business in strict confidence.

5.14 Discuss the purpose of a chain of command and the importance of working as a member of the team within this chain.

Resources:

1. Information Sheet 14.01 - Organization Charts for Business
2. Assignment Sheet 14.01 - Employer Relations: Case Problem

Teacher Activities:

1. Divide class into groups of 3 to 6 persons. Have students brainstorm ideas on:

   A. What to keep confidential.

   B. What happens if you don't keep information confidential.

   C. Why it is important to keep business matters confidential.

2. Record ideas from brainstorming session in three columns on the chalk board.

3. Moderate discussion on why it is important to keep business matters confidential.

4. Distribute Information Sheet 14.01 - Organization Charts For Business.

5. Moderate a discussion on Information Sheet 14.01, emphasizing the purpose of the chain of command.

6. Distribute Assignment Sheet 14.01 - Employer Relations: Case Problem.

Student Activities:

1. Participate in brainstorming session on:

   A. What to keep confidential.
   B. What happens if you don't keep information confidential.
   C. Why it is important to keep business matters confidential.

2. Participate in discussion on why it is important to keep business matters confidential.
3. Read Information Sheet 14.01 - Organization Charts for Business.
4. Participate in a discussion on the information sheet.

Assignment: Complete Assignment Sheet 14.01 before the next class period.

Additional Activities and Resources:

1. Field Interview - Have students ask their training sponsor what information about the business needs to be kept confidential.
2. Field Interview - Have students ask their training sponsor to diagram the chain of command for their business.
3. Human Relations Kit Exercise - "Rumor" McGraw-Hill

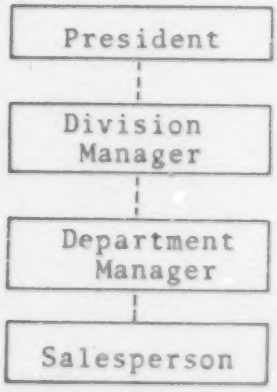
INFORMATION SHEET 14.01

Organization Charts for Business

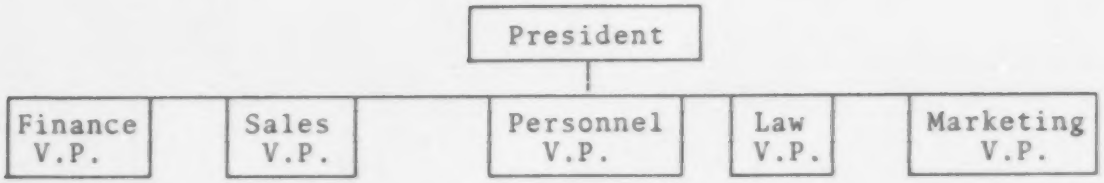
Organization is the functional or administrative arrangement of a business into smaller segments with specific duties which together accomplish the goals of the company. To comprehend this a little better let's examine it more closely. *Divide* simply means to separate or take something apart. *Authority* means the power to influence or command thought or action. *Responsibility* means being accountable morally, legally or mentally. Most companies or clubs have found they can operate more effectively by separating the work load and having divisions of authority and responsibility. Sometimes special committees are formed to handle certain projects or activities. In theory the top person in a club or business, known as the manager, owner or president, has the ultimate authority or responsibility for that group. However, it is more efficient if the top authority delegates some of the responsibility and work load to others within the organization.

The division of authority and responsibility is an important step and should only be done after careful thought and consideration. It is usually diagrammed on paper so it can be easily understood by everyone. This diagram is known as an *organization chart* and it pictures the flow of responsibility and authority from the person at the bottom up to the person in top authority. This up and down chart of authority is known as a *vertical organization chart*. The delegation of the work load by job duties is found in a *horizontal organization chart*. The difference in the two organization charts is that the vertical chart is based on levels of authority and responsibility and the horijontal chart is based on job function. See diagrams below.

VERTICAL CHART



HORIZONTAL CHART



Guidelines of Organization

When a manager forms organization lines, he or she should adhere to a few guidelines to keep from having unnecessary conflicts among employees. These guidelines include:

A. Have definite lines of responsibility and authority. If not, this could lead to confusion among employees concerning who is responsible for what. It is just as bad for two employees to think they are responsible for the same job as it is for each to assume that the other person is responsible (this way neither person does the job).

B. Have each employee answering to one, and only one, superior. It is frustrating for employees to have more than one boss giving them work to do. Trouble often results when one employee feels "picked on" by two bosses giving him or her work while fellow employees stand idle because they don't have something specific to do.

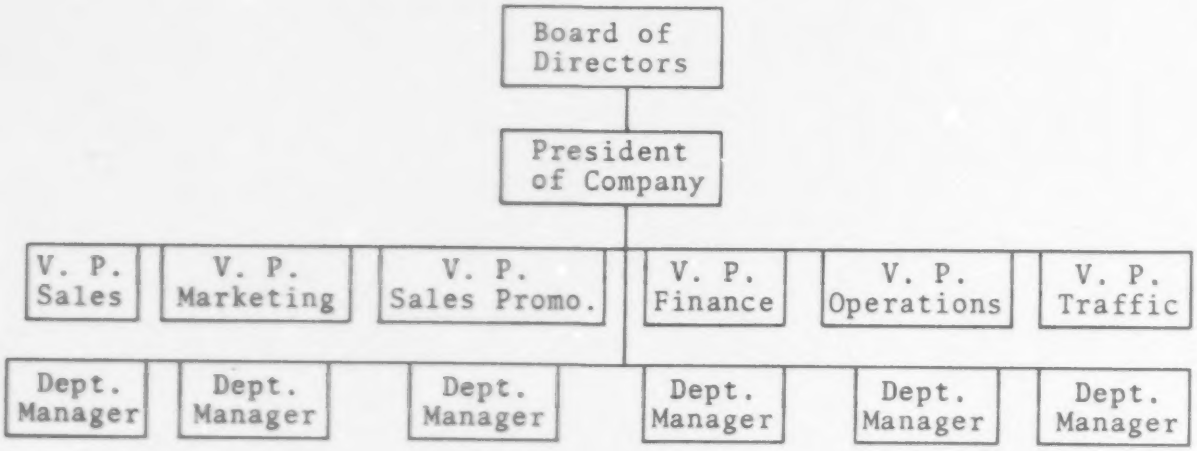
C. Employees should not be given responsibilities unless they are given the authority to carry out the responsibilities. Individuals can easily become frustrated when they are unable to complete assigned tasks because they did not receive the proper authority.

D. Individuals in high levels of authority are always held responsible for the actions of their subordinates. To explain, if a department manager is ordered by the store manager to get the department in shape for a storewide inspection and the department manager fails to get this done, the store manager is the one who is held accountable by his superiors. Former President Truman is well known for a slogan on his desk which read: "The buck stops here."

E. In a horizontal organization of work the line functions, those that make and carry out the company objectives, and the staff functions, those that back up the line functions, should always be separated. If this is not done employees may get confused about who is in charge of what.

F. One person can supervise only a certain number of people effectively. There is no set number. It depends on how similar the job duties of the individuals are, where all the employees are located and how qualified the superior is. If this rule is ignored confusion and frustration may be the result instead of harmonious working relationships.

LINE AND STAFF ORGANIZATION CHART



Where Do You Fit In?

In your job you should be familiar with where your job and your supervisor's job fits into the chain of command in the company. If you have a grievance concerning your job, you should know the correct process to follow so that you stay within the chain of command. Never go over your supervisor's head to register a complaint. But before you use a grievance procedure stop and think. Have you done everything you can to solve the problem? Have you talked it over with your supervisor in a calm manner? In most cases grievances are just problems in human relations. Understanding yourself and trying to understand your supervisor are often the first two steps in solving a problem.

HUMAN RELATIONS ON THE JOB

ASSIGNMENT SHEET 14.01

Employer Relations: Case Problem

Co-Worker Relations

CHARACTERS:

Bill - D. E. Student
Mr. Jenkins - Store Manager
Mr. Simms - Bill's Supervisor

Bill has spent some time in carefully arranging a display of canned goods in the grocery section of a supermarket. Just as he finishes, Mr. Jenkins comes along and asks what he is doing that for and who told him to do it. Bill explains that Mr. Simms told him to. Mr. Jenkins says he will have to take it down, it is taking up too much space on the floor.

Bill is in a quandary. If he does take down the display, Mr. Simms will be displeased; if he doesn't he will get a reprimand from Mr. Jenkins. He is further discouraged at the thought that all the time and effort he put into making the display may be all for nothing.

QUESTIONS:

1. What should Bill do?
2. How can such a situation be avoided in the future?

Source: "Missouri DE Curriculum," State Department of Education, Jefferson City, Missouri.

HUMAN RELATIONS ON THE JOB

LESSON PLAN #15

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

5.15 Explain why the employee should complete his or her tasks in a willing manner.

Resource: Assignment Sheet 15.01 - Unfinished Business

Teacher Activities:

1. Divide the class into groups of 3 to 6 persons. Have the students brainstorm:

   A. Tasks that need to be completed on the job.

   B. Why those tasks should be completed willingly.

2. Record ideas from brainstorming session, in two columns on the chalk board.

3. Moderate discussion on why the employee should complete tasks willingly.

4. Distribute Assignment Sheet 15.01 - Unfinished Business.

5. Moderate a discussion on assignment sheet, emphasizing why the employee should complete tasks willingly.

Student Activities:

1. Participate in brainstorming session:

   A. Tasks that need to be completed on the job.
   B. Why those tasks should be completed willingly.

2. Participate in discussion on why employees should complete tasks willingly.
3. Read Assignment Sheet 15.01 - Unfinished Business.
4. Answer all questions on the assignment sheet.
5. Participate in discussion of assignment sheet.

Assignment: None

Additional Activities and Resources: HR Kit Exercise #9 McGraw-Hill

ASSIGNMENT SHEET 15.01

Unfinished Business

Catherine has just started to work at her co-op training station, Clark's Drugs. Mr. Clark, the manager, expects a lot from his employees. When he talked to Mrs. Cass, Catherine's D. E. teacher, he told her he would try a student, but he wanted a full day's work for a full day's pay. Mrs. Cass passed this information on to Catherine.

"I told Mr. Clark that you were a good student and learned fast. But to keep your job you will have to work hard," said Mrs. Cass.

"Don't worry. I'll do a good job," Catherine replied. Then she wondered why Mrs. Cass acted so concerned. "What does she think I am?" thought Catherine. "I'm not a junior high kid."

When Catherine reported to work for her first afternoon, Mr. Clark introduced her to the other employees: John, another sales clerk, and Ann, the other pharmacist. Mr. Clark told Catherine that he wanted her to learn the merchandise as soon as possible and she could start by putting the cosmetics that just came in on the shelves. She got started right away and since they weren't busy John offered to help.

"How long have your worked here?" asked Catherine.

"Almost two years," said John.

"Do you like it here? What is Mr. Clark like to work for?"

"Oh, you'll like it here," said John. "You'll get along fine as long as you pull your own weight and do what he asks you to do. Mr. Clark doesn't like to have to tell you something twice, and he expects you to get your work done. If you do that you don't have anything to worry about."

"Sounds like he runs a tight ship."

"Well, he's strict but fair. Oh, I've got to run. I think that man over there needs some help. You can finish this, can't you?"

"Oh sure. Don't worry." Catherine had finished one box and was starting on the second when she heard someone say:

"I didn't know you worked here!" It was her friend Pam.

"Yes, I just started. This is my first day."

Catherine looked to see what John and Mr. Clark were doing. They were both busy with customers. She still had two boxes to unpack. It wouldn't hurt to visit for just a few minutes with Pam. There weren't any customers waiting to be helped and besides it was her first day. If she didn't get through unpacking those other two boxes by the time they closed at five, John could finish in the morning.

Pam and Catherine had been talking for a while when Catherine suddenly realized that Mr. Clark was staring at her from the prescription counter. When Pam realized it, she left quickly.

Catherine started working again. Stocking the shelves sure wasn't much fun. Two down and one to go.

"Hi, I'm Tom. Are you the new girl they just hired?"

"Yes, I'm Catherine. This is my first day. And this is so boring. Who are you?"

"I'm the delivery boy and I clean this place up after hours."

"That doesn't sound like much fun."

"Well, it beats frying burgers at the greasy spoon. See ya later. I have to get out the vacuum cleaner and fix my mop water. It's almost closing time."

"Already? The afternoon sure went by in a hurry."

When five o'clock came, Catherine went back to clock out and noticed Mr. Clark saying something to Ann and looking her way. Oh well, she thought, I finished two boxes. John can finish the third one in no time in the morning.

As Tom was cleaning up he came to the aisle where Catherine had been stocking. "She should have taken these two empty boxes to the trash." He wondered why the third box was still in the aisle. "Guess maybe Mr. Clark only wanted two boxes put out today," he thought. "I'll put this other one back on the shelf in the stock room."

When Mr. Clark came in early the next morning to do some work before he opened the store, he noticed the unopened box sitting on the shelf. "If Catherine had worked instead of talking yesterday, she could have gotten this done. Since she didn't finish, I guess John will have to do it," he thought.

Just then the phone rang. It was John. "Mr. Clark, I'm sorry to have to tell you this, but I woke up with the flu this morning and I won't be able to come in today. I'm sure I'll be okay by tomorrow though, and I'll be in at my usual time."

"Thanks for calling, John. Hope you feel better soon. Guess Ann and I will have to take care of the customers this morning until Catherine arrives."

When Catherine got to work that afternoon, the store was really buzzing with customers. Mr. Clark told Catherine, "That lady over there is looking for some cosmetics. Maybe you can help her."

"Can I help you find something, ma'am?"

"Well, yes. I was looking for some bath powder and cologne but you don't seem to have any of the brand I want."

"What kind did you need, ma'am?"

"Some Midnight Passion."

"That's by Velvet, isn't it? Let me see . . ." Suddenly Catherine remembered that was the name on the box she had left for John to unpack. But where was John? And she didn't see anything by Velvet on the shelves.

The store was so busy. She would have to keep several people waiting if she went looking for the merchandise. And she just couldn't ask Mr. Clark for help. What could she do?

Finish the story.

Don't leave this story unfinished. What do you think happened? How can Catherine best handle this situation? Can you think of more than one way that this story can end?

HUMAN RELATIONS ON THE JOB

LESSON PLAN #16

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

5.16 Explain why workers' satisfactory job performance includes not only what they do but also how they influence other people.

Resources:

1. Information Sheet 16.01 - How to Motivate Others
2. Assignment Sheet 16.01 - Human Relations: Case Problem

Teacher Activities:

1. Divide class into groups of 3 to 6 students. Have the students brainstorm ways that people influence others.
2. Record ideas from brainstorming session on the chalk board.
3. Moderate discussion on ways people influence them.
4. Distribute Information Sheet 16.01 - How to Motivate Others.
5. Distribute Assignment Sheet 16.01 - Human Relations: Case Problem.
6. Moderate discussion of assignment sheet, emphasizing solutions to the problems based on ways people influence others.

Student Activities:

1. Participate in brainstorming to identify ways that people influence others.
2. Participate in discussion on ways people influence others.
3. Read Information Sheet 16.01 - How to Motivate Others.
4. Read Assignment Sheet 16.01 - Human Relations: Case Problem.
5. Answer the questions at the end of Assignment Sheet 16.01 and apply ways of influencing others in suggesting solutions to the problem.
6. Participate in discussion of solutions to Assignment Sheet 16.01.

Assignment: None

Additional Activities and Resources: None

INFORMATION SHEET 16.01

How to Motivate Others

One of the easiest ways to motivate people to do something you want them to do is to make them feel that they are important--at least important to you. And how do you do this? It is easy. Just follow a few simple rules and your capacity to motivate people to do something positive will greatly increase.

RULES FOR MOTIVATING OTHERS

1. You must believe they are important.
2. Praise them in front of other people.
3. Really listen to them when they talk.
4. Get to know them.
5. Try to understand them.
6. Treat them with respect.
7. Offer to help them.
8. Be enthusiastic about their ideas.
9. Be considerate of their feelings.
10. Converse with them about topics they are interested in discussing.
11. Be fair and honest with them.
12. Ask them for advice--then take it.
13. Show them you have confidence in them.
14. Give them encouragement.
15. Accept them for what they are--don't try to change them.

The first rule is a must if you want to motivate others. If you do not honestly believe that a person is important and has value he or she will be able to see through your actions. Motivating people and using people are two different things.

MOTIVATING OTHERS

We have listed some guidelines which can be helpful in motivating others. Now let's discuss a few other factors which can also be of benefit to you when you are trying to motivate people.

Be sincere with people. When you show an honest and sincere interest in people you are over half-way there to motivating people. Very few people are willing to work for a "phony."

Like we've said before, when you want to motivate people you need to make them feel that they are important and that you believe they have value as human beings. Don't you usually like to be around the people who make you feel that way?

Human beings are very emotional creatures. Our actions are highly motivated by warm or cold feelings received from another person. And there are several things you can do to create a warm, friendly feeling with another person. SMILE. A big, genuine smile makes all of us feel a little better. Get in the habit of giving people a nice smile frequently. Maybe they have had a bad day and you can help to cheer them up. The words smile and frown have the same number of letters but the first word is much more effective in motivating people.

Another good habit to get into is calling people by name. It makes you seem a lot more personable if you can smile and call a person by his or her right name.

Be a good listener. Everybody needs somebody to talk to from time to time. Not everybody is a good listener. It takes effort to really pay attention to what the other says and look the person in the eye. People notice when you are paying attention to what they say and aren't thinking about what you are going to say next. Practice listening!

Avoid being so eager to get credit for your own ideas. Sometimes you can have a really good thought or new idea but it may be difficult to achieve your goal or see your idea become reality. Don't be reluctant to let someone else have credit for your ideas. You can gain a lot by making someone else feel more important.

DON'T ARGUE! Arguing with someone to get him or her to come around to your point of view is a waste of time. This only serves to separate the person from any feeling of closeness or friendship with you. People who frequently win arguments frequently lose friends.

It is to your advantage not to waste time proving to someone how wrong he or she was. Forcing people to admit that they are wrong only serves to embarrass them. You'll come out ahead if you allow a person to save face instead of forcing her or him into a corner.

You will be a better person if you are able to admit your mistakes to others. People who cannot say, "I was wrong," have a lot to learn about working with others. You will also gain the respect of others if you have the capacity to admit your mistakes.

Emphasize the positive aspects about a person or a situation. No one ever motivated a person into doing something by having a negative attitude. Most people prefer to associate with people who have positive, not negative, outlooks on life. Besides, moods are contagious. It is better to be known as a person who cheers people up than one who brings people down. You should be sensitive to people's moods when you want to discuss something with them. Many business people know that pleasant conversation over a pleasant dinner creates a positive atmosphere for creative discussion. If you have a good idea you want to sell to your employer or parents, try treating them to a meal. You might be surprised!

QUESTIONS FOR DISCUSSION

1. Why is it important to be able to get along with others?
2. Do you think people react to the emotions of others?
3. What do you think are the three most important factors in influencing people?
4. Do you think many people feel insecure much of the time?
5. What signals can you get from another person to determine his or her mood?
6. List eight ways you can influence other people positively.
7. What can you do to motivate a person you work with or a teacher at school?

HUMAN RELATIONS ON THE JOB

ASSIGNMENT SHEET 16.01

Human Relations: Case Problem

Tim Lovell is a sales representative for the Ridgeview Fund Raising Company for groups. He calls on club sponsors for high schools in a four-state area. Tim tries to contact each school at least once every twelve weeks. Tim's job is to get teachers to buy their fund raising products for their clubs from his company. He shows his various fund raising products to the teachers and explains what their profit percentage will be for each product. Tim must understand the best way to approach his clients to get them to give him an order.

Recently, Tim called on Miss McWhirt, who is the D. E. coordinator for the Broadview Vocational School. Tim greeted Miss McWhirt with, "Good morning. How are you doing today?"

Miss McWhirt answered, "Okay," in a non-enthusiastic tone of voice. Tim talked with Miss McWhirt for a little while and then asked her if she would care to join him for lunch.

Miss McWhirt said she would. Tim spent the rest of the morning explaining profit plans on various products to other club sponsors at the vo-tech school.

QUESTIONS:

1. Why did Tim delay discussing his fund raising products with Miss McWhirt?

2. When should Tim ask Miss McWhirt to buy her fund raising products from him?

HUMAN RELATIONS ON THE JOB

LESSON PLAN #17

Time for Lesson: 55 minutes

Objective: The assessment is to provide a measurable learning experience for both the students and teacher.

Resource: Post-assessment - Human Relations on the Job

Teacher Activities:

1. Distribute post-assessment.
2. Collect post-assessment and discuss each question.
3. Have students bring their individual files containing all materials for the Human Relations on the Job Unit.

Student Activities:

1. Complete post-assessment.
2. Discuss post-assessment.

Assignment: None

Additional Activities and Resources: None

HUMAN RELATIONS ON THE JOB

POST-ASSESSMENT

True or False

____ 1. Wanting to feel a part of something is an inadequate reason for a person to work.

____ 2. Persistence is a beneficial quality to have for some jobs.

____ 3. If you don't find rewards in your work, you will tend to find excuses to miss work.

____ 4. Performance on the job is a way of selling yourself.

____ 5. Employers want to hire decision-makers.

____ 6. Employers are required by law to contribute to workmen's compensation and social security in your behalf.

____ 7. A health insurance plan supported by a business's profits is called profit-sharing.

____ 8. Punctuality can mean getting finished with your work on time.

____ 9. Revealing confidential information about the business for which you work is <u>not</u> grounds for the breaking of an employment contract.

____10. The courtesy of due notice is only applicable to the employee quitting his or her job.

____11. Discussing the prohibitive credit policies of our employer's business in no way affects us.

____12. The appearance of your work area is a reflection of your grooming habits.

____13. Peace of mind is an important part in determining the quality of our job performance.

____14. Asking the supervisor to explain company policy is an inappropriate behavior.

____15. Organization charts dealing with job function are called vertical.

____16. An advantage of a vertical organization chart is to illustrate immediate supervisors.

____17. A disadvantage of organization charts is that they pinpoint grievance procedures.

Multiple Choice

____ 1. Which of the following would an employer <u>not</u> appreciate in an employee?

a. a clock-watcher
b. a person who can look at things from the employer's point of view
c. a person who isn't afraid to ask questions
d. a good team member

____ 2. Failing to get to work on time on a regular basis seldom leads to:

a. reprimand
b. confusion
c. acceptance by fellow workers
d. holding up others' work

____ 3. The minimum amount of time for "due notice" should be:

a. 5 days
b. 2 weeks
c. 1 pay period
d. 1 month

____ 4. An organization chart shows:

a. those civic organizations in our community related to our occupation
b. the layout of a sales floor
c. the flow of responsibilities among the employees of a company
d. none of the above

Listing

1. List five benefits a company <u>may</u> provide for an employee.

2. State four parts of the letter of resignation.

3. List those parties who benefit by an employee completing his or her duties in a willing manner. Explain how each benefits.

Short Answer

1. Examine the positions of taxi driver, bank loan officer and advertising executive. Which job is most important? Why?

2. Explain the significance of following your employer's rules and regulations for the business.

3. What constitutes satisfactory job performance?

HUMAN RELATIONS ON THE JOB

POST-ASSESSMENT KEY

True or False

1. F
2. T
3. T
4. T
5. T
6. T
7. F
8. T
9. F
10. F
11. F
12. T
13. T
14. F
15. F
16. T
17. F

Multiple Choice

1. a
2. c
3. c
4. c

HUMAN RELATIONS ON THE JOB

LESSON PLAN #18

Time for Lesson: Not completed during class

Objective: The unit evaluation is a measure for the students to evaluate their human relations on the job.

Resource: Unit Evaluation

Teacher Activities:

1. Contact students' employers and make an appointment to evaluate the students' human relations skills.

2. Make sure that you duplicate enough copies of the unit evaluation form so that each student's employer will have one.

Student Activities: None

Assignment: None

Additional Activities and Resources: None

HUMAN RELATIONS ON THE JOB

UNIT EVALUATION 5.00

Human Relations Skills

INSTRUCTIONS: The form will be used to evaluate the student's on-the-job human relations skills. The coordinator should make an appointment with the student's immediate supervisor specifically for evaluating the student's human relations skills jointly.

Works well with other employees	5 4 3 2 1	Poor team worker
Works well with supervisors	5 4 3 2 1	Poor working relationship with supervisors
Positive response to criticism	5 4 3 2 1	Negative response to criticism
Exhibits self-control	5 4 3 2 1	Loses temper easily
Makes appropriate appearance	5 4 3 2 1	Should improve appearance
Can be depended upon	5 4 3 2 1	Is not reliable
Uses good judgment	5 4 3 2 1	Inclined to jump to conclusions
Is self-confident	5 4 3 2 1	Lacks confidence
Initiates tasks, is self-directed	5 4 3 2 1	Needs prodding
Is courteous and considerate of others	5 4 3 2 1	Has been discourteous
A good representative of the business	5 4 3 2 1	Creates negative image of business
	ATTENDANCE	
Outstanding - seldom absent	5 4 3 2 1	Frequently absent
	PUNCTUALITY	
Always on time	5 4 3 2 1	Frequently late